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THE UNIVERSITY OF ALBERTA

A STUDY OF THE NEED FOR INSTRUCTOR DEVELOPMENT AS PERCEIVED BY INSTRUCTORS AND ADMINISTRATORS IN ALBERTA COLLEGES

by

© MARIAN A. WELESCHUK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A STUDY OF THE NEED FOR INSTRUCTOR DEVELOPMENT AS PERCEIVED BY INSTRUCTORS AND ADMINISTRATORS IN ALBERTA COLLEGES" submitted by MARIAN ALFRED WELESCHUK in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Educational Administration.

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Date October 18, 1977

ABSTRACT

The main purpose of the study was to determine the nature and the extent of the need for instructor development (inservice education) as perceived by instructors and administrators in Alberta colleges. A secondary purpose was to discern any differences in the perception of need among specific subgroups in the Alberta colleges system. The subgroups were identified by position (instructor or administrator) and by type of college (community, technical or agricultural).

The data were gathered by mailed questionnaires from 165 respondents in nine Alberta colleges. The study focused on aims (content), methods of attaining aims, and organizational arrangements used in implementing instructor development programs.

The need or "demand" for aspects of instructor development was expressed as the difference between actual and preferred practices. An overall mean demand score (MDS) of "5" indicated an absence of demand, while "9" was the highest possible score.

The following is a summary of the major findings:

1. There was some degree of need expressed for all 68 aims (content areas) of instructor development. The overall mean demand score was 6.5.

2. The aims receiving the highest MDS (6.9 and 6.8) were in the areas of understanding the psychology, motivation and behavior of the adult student, diagnosing student needs, organizing learning activities, improving teaching strategies and improving knowledge of fields related to an instructor's teaching specialty.

3. The perceived need for instructor development was highest in the agricultural colleges (6.7) and lowest in technical colleges (6.3). Community colleges (6.5) ranged in between. Significant differences among colleges were indicated on 25 per cent of the aims.

4. Instructors indicated a stronger need for instructor development than did the administrators. The overall MDS for instructors was 6.5 and 6.1 for administrators. There were significant differences between these two groups on seventeen of the 68 aims specified.

5. The perceived suitable methods of attaining desired instructor development were group discussion, guided practice, and professional reading. The subgroup rankings of methods were almost identical.

6. From among the choices of organizational arrangements for implementing instructor development programs the following received the highest MDS:

a. a faculty committee or a faculty-administration committee hold responsibility for development and implementation,

b. holding instructor development sessions during intersession periods,

c. a neighboring college location,

d. reimbursement of fees and release time as incentives,

e. voluntary attendance (involvement),

f. use of specialist consultants from outside of education as resource people, and

g. sources of ideas and topics for instructor development derived from work with students and instructor's perception of need.

There were very few significant differences among the subgroups.

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CHAPTER 1

THE PROBLEM

In the United States, the need for specific college instructor development programs was documented in the early 1960's. Medsker (1960), in his book The Junior College, described this need, briefly. Subsequently, writers such as Medsker (1966), Gleazer (1967), Cohen (1969) and Baer (1973), in addressing the topic of college teaching, placed considerable emphasis on the need for colleges to establish programs to assist college faculty in understanding and carrying out their instructional roles.

Recognition of the need for college instructor development appeared in Canadian literature in the late 1960's and early 1970's. Trimble (1969) and Walker and Vaughan (1970) proposed ways of improving college and university teaching. In 1972, the University of Alberta College Administration Project (CAP) presented a workshop at which college personnel from Western Canada analyzed the needs for instructor development in Canadian colleges. In a paper presented at that workshop McIntosh and Bates (1972) concluded that the instructor development function in the college should receive very high priority.

The need for on-the-job instructor development derives, in part, from the recruitment practices of college institutions and the lack of preservice programs designed specifically for training college instructors. Although preservice college teacher preparation programs produce candidates with qualifications in teaching, studies on the recruitment of college instructors in the United States indicate that the main criteria for employment are expertise and/or specialized training in the subject areas to be taught. Writers on the topic of qualifications of college instructors agree that training and work experience in a specific vocation or discipline only partially prepare a person to teach in the college setting. This is particularly the case because of the open-door, service orientation of the college institution which requires the instructor to be a specialist in facilitating learning for a very diverse student population. Therefore, the college instructor needs to acquire knowledge, skills and attitudes which would not likely have been learned from previous training or work experience. In most cases, the college instructor alone is responsible for identifying teachable content, planning lessons, selecting teaching methods, evaluating learning and the many other things required to direct the teaching-learning process in a college setting.

College administrators in the United States have not resolved the issue of whether formal training in college teaching should be required of college instructors. There is no evidence to indicate that the situation in Canada is any different. This situation is reflected in the absence of specific college instructor training programs in Canadian universities and graduate schools. Without the benefit of preservice training, college instructors are expected to acquire and maintain the knowledge and skills for teaching adults, while they are employed.

Although staff development processes for teachers in K-12 levels have been the focus of many empirical investigations, few studies have attempted to determine how college instructors perceive their needs for on-the-job professional growth. The object of this study was to ascertain the nature of the need for instructor development in Alberta colleges and to describe the findings, as accurately as possible, so that they may be used by personnel involved in college instructor development.

Perceptions of instructors and administrators were solicited because it was felt that the perceptions of these two groups would be most valid and that their perceptions would influence any emerging programs in this area.

Statement of the Problem

The problem of this study was to determine the nature and extent of the need for college instructor development programs as perceived by instructors and administrators in Alberta colleges.

Statement of the Sub-Problems

In order to obtain a comprehensive picture of the needs for the major elements comprising an instructor development program, the problem was divided into three sub-problems:

1. Determination of perceptions of need relative to aims of instructor development.

2. Determination of perceptions of need relative to methods for attaining the aims of instructor development.

3. Determination of perceptions of need relative to organizational arrangements which may facilitate instructor development.

In addition, the study design included analyses to discern the existence of any differences in the perceptions of need in two specified sub-groups. The sets were administrators and instructors in the total sample, and all respondents employed in community, technical and agricultural colleges.

Research Questions

Specific aspects of the study involved attempts to find answers to the following research questions related to the three sub-problems:

Aims of instructor development. The following questions were considered:

1. What are the perceived needs of instructors in Alberta Public Colleges relative to specified aims of instructor development?

2. What are the differences in perceptions among faculty in community, technical and agricultural colleges regarding the need for aims of instructor development?

3. How do perceptions of instructors and administrators differ in regard to aims of instructor development?

4. What are the variations of perceived need relative to the three general instructor development components of

orientation to the college, instructional improvement and continuing personal/professional education?

Methods of attaining instructor development aims.

1. What are the perceived suitable methods for the acquisition of the knowledge and skills suggested in the aims of instructor development?

2. What are the differences in perceptions among faculty in community, technical and agricultural colleges regarding preferred methods of acquiring the needed skills and knowledge implied in the aims of instructor development?

3. How do the perceptions of instructors and administrators differ in regard to preferred methods of acquiring the knowledge and skills implied in the aims of instructor development?

Organizational arrangements which facilitate instructor development.

1. What are the preferred organizational arrangements for instructor development in Alberta colleges?

2. What are the differences in perceptions among faculty in community, technical and agricultural colleges regarding organizational arrangements for instructor development?

3. How do the perceptions of administrators and instructors

in Alberta colleges differ on how instructor development programs should be organized?

Conceptual Background for the Study

Since this study was designed to yield information which would contribute to the improvement of instructor development programs, the conceptual background relates to models of the total development process and the assessment of needs. The needs approach to planning development activities is highly relevant to the design of the study.

Instructor development process. Before instructor development programs can be developed, three types of information are required: (1) organizational needs and capabilities; (2) student needs and expectations and (3) current staff performance and development needs.

Figure 1 presents a paradigm describing a total instructor development process. The paradigm is derived from systems theory (input-process-product) and from the literature related to the determination of needs. It depicts diagrammatically the areas and the types of sources of information necessary for making decisions about instructor development. This study focused on the "Instructor Needs" part of the paradigm as it pertains to the college instructor's work and the planned instructor development program. The needs of the institution (such as maintenance, organizational health) and the needs of students were not considered in this study.

In applying this model to designing and maintaining instructor development programs it is necessary to identify and assess

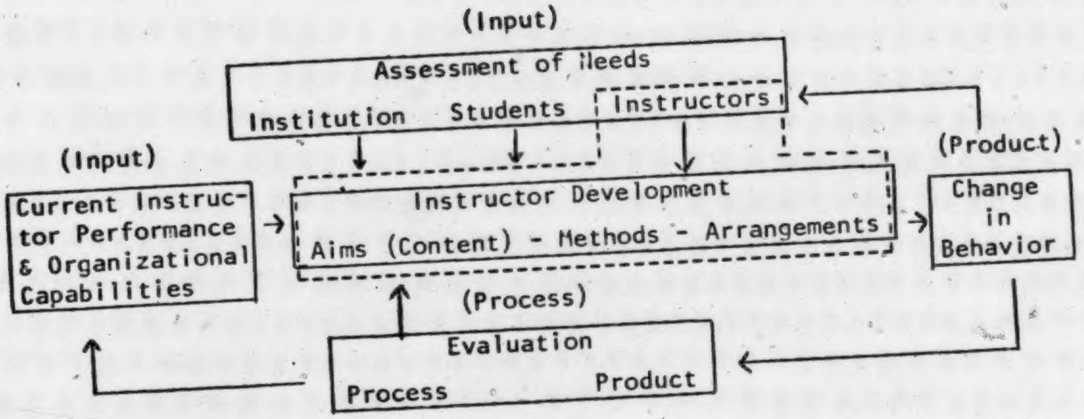
(Input)
Assessment of Needs
Institution
Students
Instructors
(Input)
Current Instructor Performance & Organizational Capabilities
Instructor Development
Aims (Content) - Methods - Arrangements
(Product)
Change in Behavior
(Process)
Evaluation
Process
Product

Figure 1

Paradigm for Planning Instructor Development

---- indicates the focus of the study

discrepancies in all three areas between desired and actual performance. This could be done by describing the existing situation, identifying needs, determining aims, and then designing the methods and strategies for the instructor development program. The model is completed by an evaluation of the process and the product. Evaluation would provide feedback on the success of the process and then become part of the future input.

Using Getzel's (1968) nomothetic and ideographic dimensions of social process the aims of instructor development may be divided into at least two groups -- those satisfying organizational needs and those which satisfy the needs of individuals in the organization. Figure 2 provides an illustration using a sample of six aims and

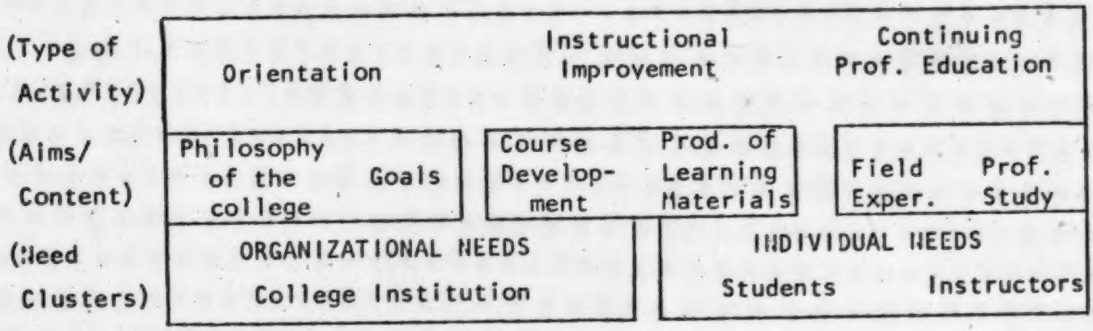
(Type of Activity)
Orientation
Instructional Improvement
Continuing Prof. Education
(Aims/ Content)
Philosophy of the college
Goals
Course Develop-ment
Prod. of Learning Materials
Field Exper.
Prof. Study
(Need Clusters)
ORGANIZATIONAL NEEDS
College Institution
INDIVIDUAL NEEDS
Students
Instructors

Figure 2

Clusters of Instructor Development Aims

types of instructor development activities. The figure indicates that instructional improvement aims may derive either from the needs of the institution or the needs of students and instructors.

Needs approach. The "needs approach" which has been used in curriculum planning is considered a useful method of attacking the problem of instructional development and offers promise in terms of achieving given objectives. The basic idea is that "a need results when there is a gap between where an individual is and where he ought to or wants to be" (Oliver, 1969:159).

Taba (1962:286), attempted to clarify the confusion surrounding the "needs approach." She distinguished among pyschological, social, societal and educational needs. She defined an educational need as "the gap between the present state of an individual and the desired objectives." Stake and Gooler (1971) differentiated between discrepancy and need. They explained that when a person perceives a gap between his intentions and outcomes he is said to perceive a discrepancy. When a person perceives a discrepancy he deems important to eliminate, he is said to experience a need.

It appeared that the principle of establishing needs is a sound approach to identifying the aims of instructor development programs, since need as defined by Stake and Gooler implies a will to do something about eliminating it. In this study, the need was established by asking respondents to rate their actual and preferred emphasis on aims and organizational arrangements relative to instructor development. Using this approach it may be possible to determine, in a general way at least, the extent of any perceived needs.

Definitions of Terms Used

For the purpose of this study the terms used were defined as follows:

Instructor development. Instructor development was defined as those organized activities that college instructors would engage in during their service which would contribute to their continuing professional education, improve their effectiveness in facilitating the teaching-learning process, and better their understanding of the college as an institution (adapted from Harris, *et al.*, 1969).

College. A college was defined as a non-university, post-secondary, public educational institution offering general academic and technical or vocational programs.

College administrator. A college administrator was defined as a full-time faculty member who is primarily responsible for planning, organizing and implementing instructional programs in the college.

College instructor. A college instructor was defined as a full-time faculty member who is primarily responsible for conducting learning experiences for a specific group of students.

Orientation. Orientation is that training process by which the new faculty member becomes aware of the various facets of his role and the mission and operation of the college.

Improvement of instruction. Improvement of instruction is concerned with the development of curricula, teaching techniques, and information systems which will make the student learning process more effective.

Continuing professional education (self-development). Continuing professional education is that part of instructor development which fosters activities that enable the teacher to upgrade his specialty and add to his general knowledge, so that he can become a more informed and competent member of his profession.

Aims. Aims refer to the subject matter (knowledge, content and skills) to be conveyed or learned in the courses, work-shops, lectures or laboratories associated with instructor development. (e.g., learning college philosophy, writing instructional objectives, learning how to operate A-V equipment).

Methods. Methods are the means of communicating or acquiring the content knowledge and skills of instructor development programs. Specific methods are defined in the survey questionnaire in Appendix A. (p. 122).

Organizational arrangements. The organizational arrangement refers to the way time, people, place and purposes are combined to achieve a given instructor development aim. Explanations for most of the organizational arrangements used in the study are given in parentheses in the sample of the questionnaire in Appendix A. (p. 122).

Perception of need. Perception is the interpretation, classification and externalization of stimuli according to the holder's experience. The assumption in this study was that the respondent's perceptions of the need for instructor development would be revealed in their responses to the questionnaire items.

Demand score. Demand for instructor development was defined in terms of the discrepancy between actual (existing) and preferred practice. The greater the discrepancy between preferred and actual practice, the higher the demand for instructor development.

Significance of the Study

Writers such as Gleazer (1967), Trimble (1969), Cohen (1970), Kintzer (1971), O'Banion (1972) and Gaff (1975) agree that college institutions should have an organized system for instructor development and that such programs are necessary to sustain effective instruction. However, a survey of the literature, a study by Konrad (1973), as well as reports on the staff development practices of selected Canadian colleges indicated that staff development tends to be a random series of crash courses in adult education directed at either total staffs or specific subgroups. For example, it seems that little emphasis was placed on graduate study, self improvement programs and field work. Typically, college staff development activities have included orientation meetings and inservice-type conferences dominated by administrators and consultants who "lectured" their audiences. Such activities, according to Morgan (1971), have produced virtually no change in the way instructors actually teach. One anticipated value of this study is that any perceived needs for instructor development will be identified and brought to the attention of administrators, with suggestions as to how these needs might best be served.

The main observation gained from a review of the literature on college instructor development and teaching is that research and action in this field have received far too little time, effort, and money. While some studies have emerged, college administrators or faculty committees lack information from planned and cumulated research to guide decision-making on instructor development and instructional problems. The valuable contributions made by a few isolated investigators need to be supplemented by intensive college-wide studies. This study was designed to provide comprehensive information on the need for instructor development in the Alberta college system. The identification of possible differences between administrators and instructors, as well as differences among faculty in community, technical and agricultural colleges, may be valuable in helping to indicate approaches to instructor development programs which would be acceptable to all constituent groups. In addition, this type of information may provide directions for instructor development in other college systems as well as input for future studies.

Delimitations of the Study

This study was confined to full-time instructors and administrators in Alberta colleges in the year 1972. The focus of the study was on the perceived need for development of the "teaching" aspects of the instructor's role. Analyses of actual or existing practices for preservice and inservice training of staff were not included in this study.

Limitations of the Study

Although follow-up interviews to check reliability were conducted with eighteen of the respondents, the data gathered in this study were subject to the usual limitations of a mailed questionnaire. Some of the limitations that pertained to this study were:

1. The study could not be controlled for unintentional responses to the questionnaire.
2. It was not possible to ensure effective communicative accuracy. There was a possibility that respondents may have misunderstood some questions.
3. The percentage and characteristics of the respondents replying to the questionnaire may have biased the results.
4. Analysis of the data was based on calculation of a demand score for a series of items. The demand score is an index of the discrepancy between preferred

and actual practice; consequently, it is subject to all the limitations of a difference score. In particular, it does not discriminate between a high preference item which is satisfied by existing practice and a low preference item which would not merit increased emphasis. The demand score in either case would be low.

5. The conclusions and inferences drawn from this study apply to full-time instructional staff in the Alberta college system employed at the time of the study and may have only limited applicability to college instructor development in other parts of Canada and the United States.

Organization of the Thesis

In the first chapter the main research problems and subproblems were presented and the terms used were defined.

In Chapter II, the literature on college instructor development is reviewed and the conceptual basis for the study is presented.

The methodology, including a description of the population, the sample and the development of the instrument is presented in Chapter III. Data collection and validation procedures are also given.

In Chapter IV, the research findings are presented and discussed. A summary of conclusions and implications is presented, in Chapter V.

A copy of the instrument as well as relevant correspondence and detailed tables of data are included in the Appendices.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature focuses on five areas which were considered to be basic to studying administrators' and instructors' perceptions of instructor development needs in colleges. First, the literature associated with the various types of development of activities which comprise a total instructor development program was considered. Although they are not mutually exclusive, the components have been identified as orientation, improvement of instruction and continuing professional education. Second, the literature associated with each of the components was examined in terms of aims (content), methods, and organizational arrangements which tend to be associated with them. Third, the review focused on administrative involvement in instructor development, and fourth, on institutional differences. The last section reviews the literature which discusses the need for further study of college instructor development.

Components of College Instructor Development

The survey of the literature on college administration revealed that colleges have followed the inservice practices of schools and/or universities, or even business organizations. Most of these practices have consisted of the approaches traditionally described as orientation and/or inservice training. According to Wilbur and Kelley (1970:119), many colleges maintain what might be called an inservice training program in addition to the orientation program which seemed to be quite common. Typically, these programs were conceived by administrators and dealt with techniques, new curricula, and the latest information about technological aids for instruction. The literature revealed the composition of instructor development or inservice described earlier in Figure 2. Many writers alluded to at least three general components of instructor development, (1) orientation, (2) instructional improvement and (3) personal growth.

Trimble (1969:45) indicated that to become and remain an effective college instructor, several areas related to self-development were also required. An instructor must:

> (1) keep abreast of his academic discipline or technical speciality, (2) evolve imaginative and creative methods and techniques, (3) continue to grow in understanding, in sensitivity and in concern for those he meets in the classroom, labs and shops.

The areas of need defined by Trimble were similar in part to the needs for instructor development suggested in the American Association of Community and Junior College (AACJA) study (1969). In this study the president or a senior administrator in each of the colleges was asked to specify the three areas in which his faculty needed further work. The three areas receiving the highest priority were as follows:

(1) training in more effective ways of handling the increasingly sophisticated tools and techniques of modern teaching, (2) improved training in the academic and occupational fields, and (3) training to aid understanding of administration and supervision, philosophy and other aspects of the two-year college.

According to Kilpatrick (1967) the major purposes of inservice education for college teachers were: (1) discussion of and eventual solution of instructional problems, (2) presenting new ideas and methods of teaching, (3) keeping up to date on subject matter and (4) orienting new teachers, and reorienting old teachers to new philosophies.

Based on the areas indicated by Siehr (1963), Kilpatrick (1967), Trimble (1969), and the AACJC study (1969), it appeared that activities of instructor development could be classified into three general components: (1) orientation (learning about organizational context, practices and client needs), (2) improvement of instruction (improving instructional techniques and curriculum), and (3) continuing professional education (maintaining and improving competence in an academic discipline or technical specialty and personal growth). Several writers (Kilpatrick, 1967; Cohen, 1969; Kelly and Connolly, 1970, underscored institutional responsibilities in providing staff development in these areas.

In the sections which follow,an outline of literature related to these components is presented.

Orientation. O'Banion (1972:162) viewed orientation as a process balanced between the need for local indoctrination and socialization to the college environment. Its main purpose is to provide for the institutional needs.

In 1961, Tracy found that nearly all accredited colleges in the North Central region of the United States provided some form of faculty orientation. He also indicated that about one-half of the programs were new and not well developed. Recent research indicated that the orientation component of instructor development is offered by a majority of the colleges in the United States (Kelly and Connolly, 1970, and Kintzer, 1971).

According to Tracy (1961), the purpose of orientation is to facilitate adaptation to the institution and to promote effective performance in teaching. The literature indicated that orientation includes a wide range of objectives. Generally, these objectives are: (1) to compensate for lack of preparation, (2) to introduce novices to the mission of the colleges and (3) to develop cohesive units.

Pettibone (1969) stressed the importance of a longer period for orientation which he considered to be the inservice dimension of the institutional induction process. More recently, Toombs (1975:1) proposed an institutional dimension of faculty development, namely, institutional development and maintenance. As colleges change, this dimension is one which is emerging with a new set of needs for higher education. The set of needs includes not only the instructor orientation aspects but also institutional maintenance and instructional development aspects.

Improvement of instruction. This component encompasses the domain of what traditionally has been called "inservice education" or "on-the-job training" and occurs during the faculty member's tenure at the college.

The AACJC Survey (1969:23) report clearly indicated a strong concern for development in this area. This report stated:

> That their (college teachers') administrators should seek first and foremost to provide added training for staff and faculty members in more effective ways of handling the increasingly sophisticated tools and techniques of modern teaching.

In their recent articles, Good (1975) and Toombs (1975) identified instructional development as a component of staff development. Good (1975:1) defined instructional development as changing the facilitation of learning toward a more mature or more adapted condition. Toombs (1975:1) called it the "curricular dimension", which not only includes the improvement of instruction, but also designs for learning.

Continuing professional education (self-development). In the past, continuing education was considered an area for personal initiative. However, in recent years administrators have realized that knowledge must be updated and that instructors must develop personally. As a result, some colleges have introduced programs which allow instructors to up-grade their qualifications and maintain currency in their academic discipline or technical specialty.

According to Toombs (1975:2), the professional dimension of faculty development holds the primary position (above the curricular and institutional dimensions) partly out of tradition and partly out of the symbolic power which gives unique identity to the academic.

The literature indicated that there were fairly discrete aims or bodies of content for each of the components. In the following section the aims (content) of the orientation, improvement of instruction and continuing professional education components of instructor development are summarized.

Aims of Instructor Development Programs

Orientation. The overall aim of orientation is to acquaint the instructor with the various aspects of his role and the operation of the College. The specific aims or the content of orientation activities were revealed in several studies. The National Survey of Two-Year Faculty Orientation conducted by Kelly and Connolly (1970:37) indicated that the following content areas were considered most frequently:

> (1) College philosophy, (2) College policies and procedures, (3) Salaries and fringe benefits, (4) Responsibilities of new faculty, (5) Admissions and registrations, (6) Orientation to students, (7) Problems facing the college, and (8) Orientation to college's learning resources.

In the study cited above, a large proportion of the presidents indicated a need for staff training in order to meet the overall "service dimension" of their institutions.

Siehr (1963:58), in his study of 2,783 faculty members in 429 community colleges in the United States, found that understanding institutional structure and policies was one of the major problems experienced by teachers. Similarly, in the AACJC study (1969:23) the training area in greatest demand by responding colleges was "The

Philosophy, History, and Goals of the Two-Year College." O'Banion (1972:65) cited reports by Cohen (1972) and Cosand (1968) which indicated that colleges should employ only those instructors who believe wholeheartedly in the philosophy of the college institution. O'Banion emphasized that the major purpose of staff development programs is to increase the instructors' knowledge of the community - junior college environment. He indicated that the college environment includes the college, its philosophy and role as well as the student body.

Some of the weaknesses of college orientation programs were revealed in the literature reviewed. First, the brevity of these programs was criticized. One or two-day periods were not adequate for learning the vast amount of required information, nor for communicating the role information necessary for the satisfactory adaptation of new faculty members. Second, orientations were usually vicarious experiences. There appeared to be little effort to immerse new faculty in actual or simulated conditions nor was much energy devoted to structuring contact with other members of the college community. This type of situation indicated that further development activities were needed.

Improvement of instruction. In general this area is concerned with developing curricula and effecting student learning. The study by Kelly and Connolly (1970) found that the following types of activities, related to improvement of instruction, were included in instructor development programs of more than half of the colleges:

(1) Inservice workshops on the use of media, (2) On-the-job improvement in subject area, (3) Opportunity to visit other institutions, (4) Training in special techniques for teaching adults, and (5) Introducing faculty to educational uses of computers.

Johnson (1969:281) indicated that recently colleges have been organizing institutes for preparing faculties to use multimedia instructional facilities. The objectives of these institutes were:

> (1) basic concepts which related to learning and institutional media; (2) the development and expansion of media programs; and (3) organization, faculty, personnel, equipment, technical service and financial and curricular institutional support needed for successful media programs.

The findings of the National Education Association (NEA) in 1968, Kelly and Connolly (1970), and AACJC studies (1969) included a wide array of more specific content components that were either considered necessary or were actually a part of staff development programs. Some of these were: (1) Writing behavioral and instructional objectives, (2) Assessing programmed materials, (3) Writing programmed units, (4) Mounting visual materials, (5) Using educational television effectively, (6) Identifying and contacting community resource personnel, (7) Exploring the psychology of the adult learner, (8) Learning about computers, (9) Trying out experimentally new materials or methods, (10) Consulting with specialists in the fields, (11) Learning how to operate educational hardware, (12) Preparing criteria, observation schedules or tests for evaluation, and (13) Diagnosing student needs.

Based on the research cited above, the following is a derived list of general content to be learned, with implied aims which were included in the improvement of instruction component of instructor development: (1) Course development, (2) Diagnosis of student needs, (3) Utilization of college resources, (4) Utilization of audio-visual media, (5) Production of learning materials, (6) Organization for instruction, (7) Study of innovative practices, (8) Articulation of courses, (9) Individualization of student programs, (10) Motivation of students, (11) Development of techniques to accommodate adult learner, (12) Evaluation of learning, teaching and programs, and (13) Action research. These items plus many others gleaned from the literature have been used in the construction of the aims section of the questionnaire.

Continuing professional education. This category encompasses various activities related to professional and personal growth. Many of the writers have indicated that the first consideration in continuing education is the acquisition of new knowledge in the instructor's specialty. However, Unruh and Turner (1970:102-103) suggested five additional areas which require continued intellectual attention:

> (1) culture: gaining an understanding and appreciation of one's own and others' cultures; (2) sociology: understanding society, the social processes and institutions, urban living, the big city; (3) psychology: developing an understanding of learning, individual differences, personality, perception, motivation; (4) methodology: achieving increasing professional competence; (5) philosophy: developing a philosophy of education and life.

Knowles (1970) and Cooper (1967) emphasized the importance of knowing how to teach adult students. Cooper (1967:232) states:

> The emphasis of graduate schools is still upon research and specialization, with little or no attention to organization of broadly related material for undergraduate students or to the psychology of student learning and evaluation.

To implement the continuing education component of staff development requires long-range organizational planning, financial support and staff participation. The literature cited above indicates that this component is not well developed, since historically there has been little financial stimulus in this area.

In most of the studies reviewed in this section the methods of acquiring certain types of knowledge or skills were usually associated with content of the activity, for example a seminar on teaching adults. These studies revealed that participatory courses, observation, group meetings, workshops, and laboratory types of activities for conducting inservice at the college level seemed to be favored.

The next section presents a summary of methods used in acquiring new knowledge and skills.

Methods of Attaining Instructor Development Aims

Orientation. The following section gives a sample of some of the orientation methods described in the literature. The more common methods were:

1. Reading a faculty handbook - This publication usually outlines philosophy, policy, rules and regulations of the college.

2. Attending orientation meetings - These meetings are usually organized by administrators in order to disseminate information about procedures and regulations in the institution. They are characterized by administrator dominance and one-way communication (Pettibone, 1969).

3. Working with a faculty advisor - Eaton (1964) found that several colleges had endorsed a "buddy system" which paired experienced and inexperienced colleagues. He reported that new faculty members considered this a very effective approach to orientation. Richards (1964), in his study of orientation in twenty-three California public junior colleges found that the personal assistance given to new faculty by incumbents more frequently contributed to smooth entry into the college setting than any other factor.

4. Introductions to specific reference groups - Meeting groups such as board members, students and community leaders, was included in the orientation activities of a large number of colleges surveyed by Kelly and Connolly (1970).

5. Tours of campus and community - The National Survey conducted by Kelly and Connolly (1970) indicated that 84 per cent of the colleges conducted tours of their campuses and almost sixty per cent arranged tours of the community.

Improvement of instruction. Several studies considered methods for the improvement of instruction in colleges. Shearon (1971), in his study of methods of knowledge utilization by North Carolina College System instructors, concluded:

> (1) methods should be stressed (especially textbooks, reference books, and consultations used most often and considered effective), and (2) use nonwritten rather than written methods and external rather than internal methods, whenever practical.

Wroot (1970) in his study of Alberta technical institutes reported that the following inservice techniques were helpful in improving teaching: (1) the provision of sources of expert guidance and advice on teaching problems, (2) demonstrations of teaching methods and techniques, (3) practice teaching with video-tapes, and (4) observation of fellow instructors teaching.

A new technique for inservice education, called a "travelling seminar," was described by Fletcher (1966). The travelling seminar, which was comprised of visits to colleges and other learning sites across the country, was considered an effective method for stimulating and facilitating improvement in teaching.

An early study by Norris (1953) found that practices which contributed effectively to the improvement of teaching were:

> (1) Assistance to teachers by providing central services, (2) Organized intervisitation and exchange of faculty members and their participation in service area activities, (3) Consultative professional service in assisting instructors to improve their teaching, (4) Organized study of educational problems, (5) Opportunities for individual experimentation and research, (6) Assistance through rating and student reactions, and (7) Encouraging participation in professional organizations (Cited by the American Association of Colleges for Teacher Education, 1962, pp. 7-8).

Continuing professional education. The following are some common approaches to the provision of continuing education for college instructors:

1. Credit Courses - Although many faculty members in the past attended extension courses, summer schools and night classes voluntarily and at their own expense, colleges now are providing some incentives in this area.

2. Research - Walker and Vaughan (1970) stated that involvement in at least some research in one's field of specialization seems to be very important in the improvement of college teaching. This type of involvement would permit the instructor to speak as an authority rather than as its representative. Ogilvie (1967) stated that the chief value of research is "as fuel to keep alive the fire in one's belly and not foam to extinguish the sparks in other people." But, other than these fine exhortations, there was no evidence of research being considered a bona fide component of instructor development. However, the Florida Association of Public Junior Colleges (FAPJC) now includes it as one type of activity that could receive financial support under the faculty development plan.

3. Professional Writing - Trimble (1969) stressed the importance of writing as a means of instructor development. At the college where he is employed, faculty members in the second year of teaching are required to submit, as a

part of their instructor development, a written article on a topic of adult education.

4. Field Experience - Taking a job in one's specialty could be considered part of continuing education. Personnel sharing or personnel exchange programs between colleges and industries or other organizations may be arranged by staff development personnel (Finch, 1969).

5. Professional Reading - Some colleges make provision for encouraging reading. Humber College, in Toronto, provides a liberal budget for the acquisition of specialized journals and periodicals, which are placed in the appropriate instructional division (Trimble, 1969). Kelly and Connolly (1970) found that sixty-one per cent of the colleges in their sample provided subscriptions to professional journals. Furthermore, Walker and Vaughan (1970) stated that reading relevant research is essential to effective teaching.

In addition to the more recent innovative approaches used in the three components of college instructor development, there are the widely used conventional methods such as lecture, discussion, role playing, programmed instruction and independent study. These methods can be used for all three types of activities. Writers such as McKeachie (1967), Joyce and Weil (1972), and Dubin and Taveggia (1968) indicated that these methods were suitable for college teaching and learning. For example, McKeachie found that the lecture method was still a popular and logical choice. Dubin and Taveggia

(1968:35) analysed the data of 91 studies of college teaching technologies and found that there was no measurable difference among distinctive methods of college instruction, when student preferences were considered.

The next section describes some of the organizational arrangements used in implementing instructor development programs.

Organizational Arrangements for Implementation

Instructor involvement. The literature in general revealed a concern about administrative domination in planning instructor development activities. It seemed that in most instances faculty members had not been involved sufficiently in the planning and implementation stages. However, the study by Kelly and Connolly (1970) found that the responsibility for planning and conducting orientation programs was diffused throughout the institution. Eighty-eight per cent of all institutions reported that the dean was the central figure in planning; two-thirds reported faculty involvement and 62 per cent indicated that the president was also involved. They also reported that approximately one-half of the colleges reported that some planning was done by faculty or faculty-administration committees.

Hodgson's (1970) findings supported the contention that the instructors must be involved in planning if their needs are to be met. He found that satisfaction of teachers with their inservice training activities varied directly with the extent to which they feel they have a share in planning the activities they take part in.

Subsequently, O'Banion (1972:103) stressed that if staff development is to be effective one administrator should assume major responsibility for coordinating the program of activities. In addition he suggested that administrators should build with each staff member an individualized development plan covering at least five years.

More recently, Gaff (1975:109) supported a faculty committee approach to planning and coordinating instructional development. Emphatic endorsement of the faculty committee concept was given by Garrison (1975:2) when he stated that:

> All inservice programs should be faculty-oriented, faculty-developed, and--to whatever extent possible--faculty-administered.

Time element. The AACJC (1969) study revealed that over 50 per cent of the respondents indicated "during the school year" as the time of greatest benefit for inservice training. Unruh and Turner (1970) suggested that after school hours and weekends are not suitable times for instructor development activities. They considered the school day and the intersession periods the most appropriate.

Location of activities. In the AACJC study a majority of the respondents indicated "on campus" as the preferred training site. Hodgson (1971) found that some teachers considered inservice courses planned jointly by teachers, staff development personnel and university instructors and held at a nearby four year college or university very valuable.

Incentives. Although many faculty members in the past attended extension courses, summer schools and night classes voluntarily and at their own expense, reports indicate that some colleges are now providing some incentives in this area. Examples are released-time and remission of fees. Staff members at Humber College in Toronto are allowed to take courses offered at the college without charge (Trimble, 1969). Through its Research-Learning Center, Clarion State College in Pennsylvania has created packaged multi-media "mini courses" which faculty members can take for credit. Credits for this type of activity are awarded on the basis of two semester hours of equivalency credit for every 30 clock hours of activity, whether only one "mini course" or several are completed (Morgan, 1971:267). A plan adopted by the Florida Association of Public Junior Colleges for special training of staff recommends that colleges encourage graduate study in college teaching (Wetzler, 1970).

Approximately 85 per cent of the respondents in the AACJC Study (1969) considered graduate credit for inservice training desirable and/or essential. In their study, Hammons and Wallace (1976:145) found that 44 per cent of college chairpersons endorsed the idea of granting credits for attendance at workshops, seminars or conferences. Kilpatrick (1967) recommended that salary, expenses and credit be allowed for workshops, conferences and course work. He also suggested, as did Unruh and Turner (1970), that incentives, such as salary increments for units of inservice work completed be provided. The Florida Plan (Wetzler, 1970) provided release time, granted sabbaticals for study, and paid for specialist consultants who work with teachers. Gould (1973:114) advocated persuading staff to involve themselves in development and then to compensate them through release time or extra pay.

Finance. A fully developed and continuing staff development program involves increased costs. Paying for additional salaried staff consultants, supplies, as well as materials, travel, research, and study activities, could make heavy demands on the budgets of most colleges. However, some encouraging trends have appeared. Governments and large foundations such as Ford, Kellogg and Danforth have acknowledged the importance of instructor development programs and are assisting financially. According to Wetzler (1970:12) the State of Florida which provides a grant of 3 per cent of the total college operating budget for staff development, is most progressive in this area.

The staff development centre. Fusaro (1970), Johnson (1969) and Pollock (1971) described a new approach to inservice, embodied in the concept of a staff development centre. The approach integrates the concepts of the laboratory and the resource centre. Its purposes are: (1) to make available to instructors a variety of material and human resources, (2) to assist in determining student needs, in designing courses, and evaluating the learning process, (3) to coordinate research and experimentation, and (4) to arrange other professional activities as necessary. The strategy of this approach is to provide this facility, make known what is available and let instructors initiate contact. With the coordinator or officer in charge some centres have appointed teachers as "faculty fellows" to encourage instructor participation.

The educational development centre concept has been implemented successfully at Montreal's McGill University (Cave, 1971) and Northwestern University at Evanston, Illinois (Pollock, 1971).

Staff development officer. The position of staff development officer was usually, but not always, associated with an educational development centre. O'Banion (1972:95) contends that if staff development is to be more than a one-day preschool orientation session, followed by an occasional outside speaker during the year, then staff development personnel need to be employed. Gaff (1975:112) indicated that this position, which supplements the efforts of senior administrators, has been established in many American colleges.

Although areas of activity such as administering and interpersonal relationships were indicated, the main purpose of the staff development officer was the coordination of instructor self-development in the area of instructional technology.

To conclude, it appears that a balanced design for instructor development should include a variety of organizational arrangements and strategies to meet the various needs. Trends toward involving instructors in planning, individualizing inservice training and extending the range of institutional responsibilities in instructor development were also evident.

Administrative Responsibility for Assessment of Instructor Development Needs

Most colleges in Canada and the United States have some provisions for instructor development. The extent of institutional effort appears to range from the modest low-cost programs focusing mainly on orientation of faculty, to the fairly complex approaches embodying concepts of total organizational development.

In reviewing the literature (Thornton, 1966; AACJC Study, 1969; O'Banion, 1972 and Garrison, 1967) it became evident that the priorities and resources applied to instructor development were closely related to the administrator's perception of its importance. While there was a lack of information about the compatibility of instructors' and administrators' perceptions on instructor development, there were many articles and studies indicating the importance of the administrators' role in the implementation of an instructor development program. If administrators misinterpret needs of instructors it may lead to lower effectiveness of instructor development programs.

In his early works, Thornton (1966:113) stressed the responsibility of the administrator to develop plans for experiences which will add to the breadth and depth of faculty. Historically, it appeared as if the initiation and planning of developmental activities has come from college presidents, vice-presidents or deans with campus-wide responsibility.

Erickson (1970:9) in his book Motivation for Learning suggested that the highest function of the administrator is to clarify or discover the needs of his colleagues. He also pointed out that if faculty members hold values which are consistent with the goals of their college, it is more likely that the college will achieve its purposes. It therefore seemed important to involve instructors in the planning and developmental aspects of instructional improvement programs in the college.

According to O'Banion (1972:103), the typical staff development program included an orientation session preceding the beginning of fall classes, some periodic activities during the year and sometimes provisions to allow off-campus program participation. Few colleges provide a well designed, strongly supported, institutional staff development program. O'Banion (1972) also indicated that the lack of adequate staff development programs resulted from the lack of leadership from senior administrators.

Garrison (1967:228) contended that one of the problems facing the junior college (although not unique to it) was the shortage of senior administrators who have a sophisticated grasp of the total scope of their administrative role.

Furthermore, most colleges had large numbers of faculty members, making it difficult for senior administrators to have more than superficial contact with most of the faculty.

More recently, Gaff (1975:90) in his book Toward Faculty Renewal, identified another difficulty when he stated that:

> A common academic tragedy is that administrators often do not know their faculty colleagues well enough to know what they need.

These factors suggest that administrators' perceptions of instructors' needs may not be accurate and that faculty inputs into instructor development may be necessary.

O'Banion (1972) stated that "if staff development is to be effective someone must assume the major responsibility for co-ordinating the program.

Writers such as Richardson (1967), Lombardi (1974) and Hammons and Wallace (1976) agreed that the key person for facilitating staff development in the department is the division chairman. In fact, the literature on this position indicates that it is a crucial one in maintaining and raising faculty standards and resolving communication problems between faculty and senior administrators.

Although the literature generally supports the need for administrative leadership, there is no evidence to indicate that administrators and instructors have congruent perceptions of instructor development needs in colleges. Some information on how perceptions of faculty and presidents differ emerged from Bushnell's study. A total of 2,491 instructors from sixty-eight colleges and the presidents of these colleges were asked to rank a set of twenty-six institutional goals and priorities. Although there was a high degree of consensus, the differences between the two sets of rankings were notable. For example, the Presidents emphasized "responding to community needs," while faculty placed a greater stress upon students' personal development (Bushnell 1973:53-57-63).

The literature reviewed above has placed the responsibility for planning and implementing instructor development with the college administrators. However, there is a small amount of literature which speaks in favor of instructor involvement in this area.

Thornton (1966) proposed that inservice programs should be planned locally through the co-operation of instructors and administrators. Wetzler (1970:13-15) stated that no one person should have sole responsibility for making staff training decisions and recommended that a faculty review committee be used. (1967)

On the other hand, Garrison (1967) and O'Banion (1972) felt that one administrator must assume the responsibility for the coordination of the instructor development program but should work with a faculty committee to determine both the needs and interests of the instructors.

There is general agreement in the literature that the college is a unique institution and that it should be permitted to establish its own identity and design its own form of instructor development.

One of the purposes of the present study is to provide basic information which may be used for establishing instructor development programs in Alberta colleges.

Institutional Differences

Instructor development needs may vary depending upon the type of college in which the instructor works. The instructional aims of community colleges differ from those of specialized colleges such as the agricultural or technical. A community college may emphasize the transfer program while the technical college produces certificated employable graduates.

Differences among these were enunciated by Garrison (1967:22). He indicated that the aim of the two-year college is to produce a transferable student. Thus the effort of a junior college faculty member is likely directed toward improving his teaching rather than the discovery of new knowledge. He also pointed out that in the technically-vocationally oriented college, the aim was to produce skilled and knowledgeable graduates that were employable in specialized areas.

Richards, Rand and Rand (1967:987) identified several factors which accounted for the differences among colleges in their study. These factors were Technological Specialization, Cultural Affluence (or private control), Size, Age, Transfer Emphasis, and Business Orientation. Carmichael (1975:2) asserted that college organizational structures are determined largely by human factors (such as interest and personalities of administrators), financial resources, geographic location, physical facilities, size and type of institution. Hammons and Wallace (1976) call for the balancing institutional priorities and individual needs. In its 1973 study the AACJA (1973) concluded that colleges need to identify their staff development program in the light of their own mission, their own clientele, and their obligations to the community they serve.

The foregoing sections summarized the literature which pertained to college instructor development. In the section that follows is a brief review of literature which revealed a need for instructor development programs.

The Need for Instructor Development

Education has entered what Lessinger (1970) has called the "age of accountability." This concept of accountability shifts the emphasis of the responsibility for learning away from the student, and links student performance with teacher performance. It means that schools and colleges are judged by how they actually perform, not by what they promise to do. Educators are expected to seek the causes of failure in the system and its personnel instead of placing blame solely on the students. Similarly, administrators are held responsible for the effective performance of teachers in their organizations. Administrative accountablity in terms of teacher performance is particularly complex in colleges, since colleges deal with such a wide variety of competencies arising from the diverse experiences, training, and backgrounds of the instructors and their unique clientele. Cohen and Brawer (1972:24) support the accountability premise when they say that if the college is conceptualized as a teaching institution, it must collect and demonstrate evidence of the learning it effects.

Referring to general training programs presently available, Morgan (1971:3) stated that, "postgraduate courses do not always improve teaching competencies," and Gleazer (1967:2) also questioned whether existing university programs actually prepared graduates for college teaching.

Regarding the training of instructors, Arrowsmith (1967) indicated that effective college instructors were not likely to be produced by graduate schools, universities, or technical institutes. He suggested that colleges go into business on their own and train the kind of person they cannot expect to recruit from other institutions. The lack of suitable training was confirmed by O'Banion (1972:84) who contended that preservice programs for the preparation of junior college instructors were grossly inadequate.

According to O'Banion many new instructors come from other levels of teaching and feel that they have not been well prepared for their assignments (1972:85). O'Banion also predicted that even if continuing and new graduate programs are available in the 1970's, the needs of the junior colleges will only be met partially. The majority of new staff will come from business and industry, elementary and secondary schools, and graduate programs not designed for college level teaching. He recommended that high priority be given to the funding of inservice programs.

According to Baer (1963:96), new curricular and instructional developments, as well as new technologies, will require the future college teacher to function competently in several areas:

> . . . providing material for self-instruction by the students (i.e., films, tapes, programs for learning); advising students as to sources and helping them over difficult spots by individual or group conferences; and leading seminars, conducting investigations, or preparing lectures in which are treated the second general aspect of education mentioned, namely, the significance and relationships of the core material.

Many writers have emphasized the importance of the need for the instructor's personal development for effective teaching. For example, Vaughan and Walker (1970:94-5) stated that:

> The "teacher" teaches as he gives of himself and the findings of careful study from various disciplines. In such a context, the teacher would not be a static or machine-like entity, for he too would be learning and changing. A teacher who is actively in the process of becoming a fully-actualized person is likely to be more sensitive to the needs of others and able to relate to them in meaningful fashion.

Trimble (1969:32) also stressed the importance of personal growth:

> We become more effective as teachers and as people as a result of growth from within rather than as a result of anything put in from the outside.
>
> The problem then within the university is to give people a chance to grow into effective teachers.

Trimble also indicated that an effective way of stimulating personal growth is to encourage instructors to discuss teaching. He considered that a person who thinks and talks about teaching becomes a more effective instructor.

Siegel (1968:43), related effective teaching to the learning conditions. He argued that:

> . . . effective teaching is that which arranges instructional conditions in an optimal fashion. The mediator of effective teaching may be either a person (the teacher) or a substitute teacher (as in the case of programmed instruction).

Holdaway and Newberry (1972) identified a need for instructor development during stable periods when there is little or no turnover in staff. During such a period the faculty may suffer from a lack of infusion of new staff and new ideas. They concluded that "to avoid stagnation, a vigorous professional development program could be developed in each institution."

Gaff (1975:5) contended that college teaching has been neglected by academic tradition. He summed up the situation when he stated that:

> In most schools this neglect is not due to the lack of interest in teaching among individual faculty members. Rather, the neglect can be traced to factors pervading the general academic culture, such as the lack of preparation for education, the relative absence of inservice education which is found in other professions,

> and paucity of academic policies (for example, promotion, salary increase, tenure) which provide incentives and support for effective teaching.

The need for instructor development programs was revealed by the American Association of Community and Junior Colleges (AACJC) study (1969). It conducted an inquiry into the priority needs and conditions for training faculty and staff members employed at 288 American Junior and Community colleges. The principal finding of the study was that a "training gap" existed between the expressed demand and the existing supply of college staff development programs. Ninety-five per cent of the administrators polled expressed their conviction that the training which their people needed was not adequately available within their regions at least at the present time. It should be noted that all of the responses in this survey were obtained from college administrators and not instructors.

At the time of this study, there seemed to be a gap between existing training programs and the needs of college instructors. Miles (1964:8, 486) indicated that a system for changing instructor behavior was necessary to cope with the instructional development problems in today's educational institutions. He suggested that inservice training was one way of achieving effectiveness in educational organizations.

In general, the literature revealed that college instructors' inadequacies arise from their lack of training in teaching adults, limited experience backgrounds and the heterogeneous nature of their clientele. Most of the studies and articles contended that improved instructor development leads to improved instructional programs for students.

The foregoing section of the literature review indicated that a need for instructor development does exist and that instructor development is related to effective teaching in the college setting.

In summary, the following reasons for the necessity of instructor development have all been mentioned in the literature:

1. The need to improve the effectiveness of instruction (since teaching is the prime function of the college).
2. The lack of preservice training for college instructors.
3. The predicted rapid expansion of community-junior colleges with the resultant increase in new staff.
4. The pressure on senior staff members to innovate, adapt and implement changes in courses and teaching approaches.
5. The need to bridge the gap between theory and practice.
6. The need to close the training gap between the current supply and demand for staff development.
7. The need to deal with the diverse backgrounds of college staff and students.
8. The lack of a simple definition of community-junior colleges and the diversity of programs in them.

Summary

This chapter presented a brief summary of the literature relative to the administration of inservice programs for instructors in colleges. Although the literature on this subject was not extensive, the information was used in the design of the study, in the questionnaire items and in the discussion of the findings.

The need for instructor development was supported by the literature. One reason is that college faculty come from backgrounds as diverse as do their students. For the most part, they have had little experience with, or exposure to the college institution. In addition, preservice training is either lacking or inadequate. In most cases, colleges are expanding rapidly and there is a press for accountability in college teaching.

In the first part of this chapter it was indicated that there were at least three components in a total instructor development program. They were (1) orientation to the college institution, (2) improvement of instructional practices and (3) continuing professional and personal growth of the instructor. The literature revealed that the main focus of early college instructor development programs was on orientation to the college. A lesser emphasis has been placed on "how to teach" and how to "use educational hardware." Except for "education leave" provisions, little consideration was given to the continuing professional education component. Evidence from the literature indicated that a variety of organizational arrangements for accommodating instructor inservice have been used. Most of the writers in this field indicated that these programs have been only marginally successful.

The literature indicated that the decisions on the aims, methods and implementation of instructor development programs have usually been made by administrators. Since most of the respondents in the studies have been administrators, it seemed that an exploration of the perceptions of instructors on their needs for inservice training was needed.

CHAPTER III

RESEARCH METHODOLOGY

This survey was designed to obtain and describe the perceptions of instructors and administrators concerning instructor development needs in Alberta colleges. In order to obtain the data required to answer the questions posed in Chapter I, a specific research methodology was designed. The methodology is described in the present chapter.

Population

All full-time instructors and administrators in Alberta colleges were chosen as the population for this study. This population included faculties from the following provincially supported colleges in Alberta:

Grande Prairie Regional College
Grant MacEwan Community College
Red Deer College
Mount Royal College
Lethbridge Community College
Medicine Hat College
Southern Alberta Institute of Technology (SAIT)
Northern Alberta Institute of Technology (NAIT)
Olds College
Vermilion College
Fairview College

A letter soliciting participation in the study and requesting a list of full-time faculty members was sent to the chief administrator of each college. Cooperation for this study was received from all of the colleges. See Appendix C for copies of the communications involved.

Selection of the Sample

Lists of full-time faculty were provided by each participating college. The lists enabled the researcher to use a systematic sampling technique. The survey sample chosen consisted of every fifth name on the list of instructors and every second name on the list of administrators. Sixty administrators and 245 instructors were selected as respondents.

Instrumentation

The data required for this study were gathered with a specially designed questionnaire. (See Appendix A) The questionnaire consisted of five sections which are described below.

Section one. This section requested personal data on the respondents. The information was used to classify respondents according to college, position (instructor or administrator) and the type of college (community, technical or agricultural). Information on training specialization, previous experience and work experience outside the college was gathered in order to describe the characteristics of the sample.

Section two. This section consisted of the aims (or content) of instructor development. The items were selected from the literature, added to by the researcher and reviewed by a panel of experts. The final list contained 68 items of which 16 pertained to orientation, 27 to improvement of instruction, and 25 to continuing professional education (or self-development).

Respondents were asked to indicate the actual and preferred emphasis for each aim by circling numbers on a 1 to 5 Likert-type scale. The numbers on the scale corresponded to the following response categories:

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

Section three. Section three defined 13 methods of acquiring the knowledge or skills specified in the aims of Section two. Respondents were asked to select three or more of their high priority aims and to indicate by alphabetical letter code their preferred method of achieving these aims.

Section four. In this section respondents were asked to indicate actual and preferred practices in the way instructor development programs were planned and implemented. The actual and preferred arrangements were rated on a five-point scale identical to the one in Section two.

Section five. This section contained three open-ended questions related to the respondents previous instructor development experience, felt needs for further development and plans for further development.

A copy of the questionnaire is included in Appendix A. (p. 122)

Validation

According to Kerlinger (1964:447) content validation "is basically judgmental." To ensure content validity the items were scrutinized by the researcher's thesis committee, an additional faculty member of the Department of Educational Administration and four graduate students in the Department of Educational Administration who had worked at the college level. Based on suggestions from the panel of judges, some items were rewritten or eliminated. The questionnaire was then developed. The validity, clarity and relevance of the questionnaire were tested in a limited pilot study involving ten volunteer respondents from NAIT and Grant MacEwan Community College. The respondents were requested to:

1. Respond to the questionnaire and record the time required to complete it.

2. Criticize any aspect of content, instructions or format which detracted from clarity or relevance.

3. Suggest which items should be changed or deleted.

Minor changes were made prior to the final printing of the Instructor Development Questionnaire.

Data Collection

Procedures used. Each questionnaire was given an identification number. The number was recorded opposite the name of each instructor or administrator selected in the sample.

On May 30, 1972 a packet of materials containing a questionnaire, a covering letter, a support letter and a self-addressed business reply envelope was mailed to the 305 persons in the sample. A follow-up letter requesting completion and return of the questionnaire was sent directly to non-respondents on June 26, 1972. Because the summer recess at most colleges had commenced, the follow-up request did not produce many returns.

A second follow-up letter of request for response with an attached questionnaire was mailed on October 16, 1972. There was a five month time-gap between the original request and the second follow-up. In order to maintain validity the follow-up questionnaire contained the question "would your responses to this questionnaire have been the same if you had completed it last June?" The two returned questionnaires which indicated "No" to this question were excluded from the analysis.

In addition, the researcher made visits to five of the colleges during November, 1972 and asked senior administrators to distribute and collect questionnaires from non-respondents. The communications relative to these activities are included in Appendix C. (p. 186)

Table 1 summarizes the distribution and the returns of the questionnaires. Originally, a sample of 305 was selected for the study. However, the potential number of respondents was reduced from

TABLE 1

SUMMARY OF QUESTIONNAIRES DISTRIBUTED AND RETURNED

College	No. of Quest. Sent	No. Not Delivered	No. of Potential Respondents	No. of Usable Questionnaires	Percentages
Grande Prairie	12	1	11	11	100
Grant MacEwan	12	0	12	8	66.7
Red Deer	19		(Deleted from the survey)		
Mount Royal	30	1	29	22	75.9
Lethbridge	19	1	18	14	77.8
Medicine Hat	10	1	9	5	55.6
NAIT	93	7	86	50	58.1
SAIT	90	9	81	40	49.4
Olds	10	0	10	10	100
Vermilion	6	0	6	5	83.3
Fairview	4		(Deleted from the survey)		
TOTALS	305	20	262	165	63.0

305 to 262 because 20 of the questionnaires were returned by the post office and the 23 sent to Red Deer and Fairview Colleges were excluded from the study. The reason for eliminating Red Deer College from the sample was the internal problems which occured at approximately the time the questionnaires were sent out. Authority of the administrators and the Board of Governors was suspended and an official administrator was appointed on June 6, 1972. Fairview college was eliminated because of an inadequate response; only one return was received. The potential respondents selected were either on vacation or study leave. The table indicates that of 262 potential respondents a total of 165 (63 per cent) usable questionnaires were returned.

Reliability of the data. Interviews were held with a small selected sample of respondents from five of the colleges. The list of questions used in the interview schedule is given in Appendix C. (p. 186)

Information obtained from the interview was compared with that found in the questionnaires. A high level of consistency was found.

Treatment of data. The data from the questionnaire were examined, coded and transferred to computer cards for analysis. Data were classified according to the following independent variables:

1. By type of college (Community, Technical or Agricultural).
2. By position of the respondent (Administrator or Instructor).

The NONP10 program was used to calculate frequency and percentage distributions as well as the mean scores for the "actual" and "preferred" ratings for all the factors specified in the items in Sections 2 and 4 of the questionnaire.

A special DATRAN statement was written to calculate the demand score (DS) which was used to establish the respondent's perceived need for the factors in the questionnaire items (dependent variables). The method for calculating the DS for each item was:

Preferred Score (P) Minus Actual Score (A) plus five, to eliminate any negative scores. The highest possible demand score could have been nine, while a demand score of five would indicate no demand. A demand score of less than five would suggest that there was a perceived excess of provision for a given aim or organizational arrangement.

Mean demand scores (MDS) for the Aims of Instructor Development (Section 2) and Organizational Arrangements (Section 4) were calculated for all the respondents. The MDS were ranked in order to identify the high, fairly high, moderate and low demand items.

The ANOVA 15 program F-test was used to determine if there were any differences between Mean Demand Scores of subgroup pairs (For this test a significance level of .05 was chosen). Where there were three groups the Scheffé Multiple Comparison of Means Test contained in this program was used to determine the location and direction of the differences.

The Scheffé Test was selected because of its ability to discern differences which are defensible. According to Ferguson

(1971:271), "the Scheffé procedure is more rigorous than other procedures and would lead to fewer significant results." Due to the rigorous and conservative features of the Scheffé, a significance level of .10 was used in the analysis of the differences in the MDS.

Frequencies and ranks were calculated for items in Section 3 of the Questionnaire, which dealt with methods of attaining the aims in Section 2. The responses from Section 5 were used for cross checking and supplementary information.

Summary

The purpose of this Chapter was to describe the sample and the procedures which were used to collect and examine the data. Procedures for ensuring representativeness of the sample were described. Systematic procedures were used to select a sample of 262. The development and validation of the instrument and data collection was described in detail. The latter part of the chapter was devoted to a description of data treatment for the study.

CHAPTER IV

THE FINDINGS

The first three chapters of this thesis have outlined the problem, reviewed the literature and described the research methodology.

Chapter four is devoted to reporting the findings. To introduce the Chapter, a profile of the respondents will be presented. Following this, the findings relative to the three major sub-problems, the perceived need for aims, methods, and organizational arrangements, will be presented and discussed. For each of the sub-problems, the findings and discussions will be arranged in the following manner: (1) the overall need as revealed by mean demand score (MDS), (2) differences in MDS by type of colleges, and (3) differences in MDS by position.

The chapter will be concluded with a profile of the need for the instructor development as indicated by the findings.

Profile of the Sample

Data for this study were provided by 165 respondents. Of the total number of respondents, 60 were working in community colleges, 90 in the technical institutes and 15 in the agricultural colleges. The characteristics of the respondents are summarized in Table 2. A large proportion of the respondents (127) were instructors while the remainder (38) held administrative positions in Alberta colleges.

A majority (68.5 per cent) indicated that they held university degrees. The remaining 31.5 per cent had non-university qualifications. Several respondents reported some university training in addition to their technical qualifications. One respondent (a baking instructor) specified that he had no formal training in his trade. Respondents' main areas of specialization were technologies (32.7 per cent), general academics (27.3 per cent) and business education (13.3 per cent). The remainder, which included agriculture, fine arts, household sciences, medical arts and communications, accounted for 26.7 per cent.

In the areas of teacher training and teaching experience, 41.2 per cent of the respondents indicated that they had both and 29.7 per cent had neither. The remaining proportion (29.1 per cent) specified that they had teaching experience but no teacher training.

A fairly large group of respondents (41.2 per cent) was employed in professional fields prior to commencement of work in the colleges. An additional 27.3 per cent were in technical fields and 11.5 per cent in managerial work. Another 10.8 per cent were in clerical, sales and service occupations, and 5.5 per cent had no previous work experience.

Forty per cent of the respondents had less than four years of college teaching experience. The largest proportion (43.6 per cent) fell into the 5-9 year experience category, while 14 per cent had ten or more years of experience.

The findings on the characteristics of the Alberta college faculty certainly support the reports in the literature regarding the diversity of background, experience and training of college faculty

TABLE 2

PERCENTAGE DISTRIBUTION OF CHARACTERISTICS OF RESPONDENTS IN THE TOTAL SAMPLE

Characteristics	Number	Per Cent
Type of college		
Community	60	36.4%
Technical	90	54.5
Agricultural	15	9.1
Total	165	100.0
Position		
Instructor	127	77.0
Administrator	38	23.0
Total	165	100.0
Qualification		
Experience only	1	.6
Certificate/diploma	38	23.0
Journeyman's certificate	13	7.9
Bachelor's degree	59	35.6
Master's degree	48	29.1
Doctorate (includes those pending)	5	3.0
Post-doctorate	1	.6
Total	165	99.8
Type of training		
Technical/college	65	39.5
University	124	75.2
Practical	1	.6
Total*	190	--

*Total does not agree with total number of respondents because some of the respondents held both technical and university training.

TABLE 2 (continued)

Characteristics	Number	Per Cent
Area of specialization		
General academic subjects	45	27.3
Agricultural sciences	4	2.4
Fine arts	4	2.4
Business education	22	13.3
Communication arts	7	4.2
Household sciences	8	4.8
Technologies	54	32.7
Medical sciences	16	9.7
Others	5	3.0
Total	165	100.0
Experience in teaching		
Teaching experience and teacher training	68	41.2
Teaching experience but no teacher training	48	29.1
Neither teaching experience nor teacher training	49	29.7
Total	165	100.0
Previous work experience		
Managerial	19	11.5
Professional	68	41.2
Technical	45	27.3
Clerical	8	4.8
Sales	4	2.4
Service & recreation	6	3.6
Transport & communication	6	3.6
None	9	5.5
Total	165	100.0

TABLE 2 (continued)

Characteristics	Number	Per cent
College teaching experience		
0 - 4 years	67	40.6
5 - 9 years	72	43.6
10 -14 years	10	6.1
15 + years	13	7.9
Not reported	3	1.8
Total	165	100.0

in the United States. The present findings, which revealed that large proportions of faculty do not possess graduate degrees, have no teacher training and less than five years of college teaching experience, would appear to indicate a high potential demand for faculty development.

Perceived Need for Aims of Instructor Development

The Mean Demand Score (MDS) was used as an indicator of perceived need for the aims of instructor development programs. The method of computing the MDS for the total group or for a subgroup was determined by subtracting the mean preferred score from the actual score and adding five.

Using the magnitude of the Mean Demand Scores the 68 aims of instructor development were grouped into four categories in order to permit analysis of types of aims which appeared to have a high perceived demand as well as those for which there seemed to be a low perceived demand. Table 3 describes the categories which were derived. The explanation for the variation of the MDS ranges in the "High" and "Low" categories is that there were only two mean demand scores of 6.9 and very few scores in the 5.4 to 5.9 range, and these were grouped in their respective categories to establish approximate quartiles.

Overall mean demand scores. The MDS and Ranks for all the aims of instructor development are presented in Table 1, Appendix B. (p. 138) The overall MDS for the total group of respondents was fairly high at 6.5. This finding supports the AACJC study finding (1969) and more recent reports that a gap exists between instructor development needs and provisions for development which were accessible

TABLE 3

CATEGORIZATION OF DEGREES OF DEMAND FOR THE AIMS OF INSTRUCTOR DEVELOPMENT

Degree of Demand	Category of MDS Range	Number of Items in Category	Category Range of Ranks
High	6.7 - 6.9	16	1.5 - 12.5
Fairly High	6.5 - 6.6	15	20.5 - 28.5
Moderate	6.3 - 6.4	18	36.0 - 45.0
Low	5.4 - 6.2	19	52.0 - 68.0

to the instructor. Table 4 lists the 16 aims which had the "high" MDS. The two highest MDS aims referred to learning about the psychology of the adult student and developing strategies for student participation in designing his own learning experiences. Most of the 16 aims pertain either directly or indirectly to the technology of teaching adults. Approximately one half of the items (e.g., student involvement in designing learning experiences, diagnosis, learning relevance, individualization and reinforcement improvement of methods and content integration) focused on the learner. The others (such as knowing the psychology and motivation of the adult student and updating knowledge of specialty and related fields) focused on the instructor. All of these aims are similar to the current needs identified in the literature. One need area which was mentioned frequently in the literature, but did not receive a high MDS (6.3),

TABLE 4

INSTRUCTOR DEVELOPMENT AIMS RECEIVING HIGH MEAN DEMAND SCORE RATINGS

Item. No.	Aim	MDS	RANK	Type of Aim**		
				O	II	CPE
10	To learn the psychology of the adult student	6.9	1.5			*
65	To develop strategies which will enable students to participate in designing their learning experiences.	6.9	1.5		*	
4	To learn how to individualize instruction	6.8	6		*	
6	To understand student behavior	6.8	6			*
33	To learn how to diagnose students' educational needs	6.8	6		*	
28	To learn how to structure learning experiences (simple to complex)	6.8	6			*
13	To understand the motivation of the adult student	6.8	6			*
64	To develop skill in making learning relevant for students	6.8	6		*	
55	To improve discussion techniques in teaching	6.8	6		*	
15	To increase knowledge of fields related to one's own teaching specialty	6.8	6			*
52	To learn about community services and human resources available to the college	6.7	12.5	*		

TABLE 4 (continued)

Item No.	Aim	MDS	RANK	Type of Aims**		
				0	II	CPE
30	To learn ways of reinforcing learning	6.7	12.5		*	
16	To learn how to use self-evaluation techniques to improve teaching performance	6.7	12.5		*	
11	To learn to integrate content activities with other courses	6.7	12.5		*	
2	To develop knowledge and skills in human relations	6.7	12.5			*
19	To update knowledge in own area of specialization	6.7	12.5			*

**Types of aims:

0 - Orientation to college
II - Improvement of instruction
CPE - Continuing professional education

was the evaluation of achievement of instructional objectives, aim Number 29. There may be two possible explanations for this: (1) the respondents did not perceive evaluation of instruction as an urgent need or (2) the particular aim specified has received sufficient attention in previous instructor development programs.

The instructor development aims for which the perceived need was "low" are displayed in Table 5. The lowest MDS score (5.4) was received by the aim "acquiring a knowledge of the history of the college." The findings that indicate a low MDS (5.4) for knowing the history of the college and the fairly low MDS (6.3) for the knowledge of the philosophy of the college are in contrast to the reports in the literature reviewed, which indicated a need in this area. However, a recent study by Hammons and Jaggard (1976:20) found that administrators' in Northeastern United States indicated a "significantly reduced need" for instructors to know the history and unique role of the college. The low MDS for these aims in Alberta may stem from the frequent inclusion of these topics at major college conferences and at college orientation seminars. Another possibility is that the two technical and the two agricultural colleges, which comprised almost two-thirds of the sample, have been in operation for a relatively long period of time and their faculties would not feel a need in the areas of history, mission and philosophy of their institutions.

Mean demand scores by type of aim. An analysis of Tables 4 and 5 revealed that the "high" MDS aims were almost equally

TABLE 5

INSTRUCTOR DEVELOPMENT AIMS RECEIVING LOW MEAN DEMAND SCORE RATINGS

Item No.	Aim	MDS	RANK	Type of Aims**		
				O	II	CPE
51	To learn about the functions of administration in the college	6.2	52	*		
36	To learn about political and socio-economic factors influencing this institution	6.2	52	*		
39	To develop a commitment to the goals of the institution	6.2	52	*		
60	To know the characteristics of the college's student body	6.2	52	*		
35	To learn to write instructional objectives for programs, courses and topics	6.2	52			*
25	To improve skills in using the lecture technique	6.1	57		*	
67	To learn to use audio-visual media in teaching and learning	6.1	57		*	
26	To understand the politics involved in education	6.1	57			*
46	To learn how to disseminate one's own professional writing	6.1	57			*
58	To learn to use the computer in college instruction	6.1	57		*	

TABLE 5 (continued)

Item No.	Aim	MDS	RANK	Type of Aim**		
				O	II	CPE
45	To understand theories of social organizations	6.0	60.5			*
7	To understand conditions of employment	6.0	60.5	*		
44	To learn about accepted policies regarding student admissions and attendance	5.9	64	*		
53	To acquire a knowledge of one's expected involvement in college extracurricular activities	5.9	64	*		
12	To improve skill in using audio-visual equipment and materials	5.9	64		*	
50	To learn about the operation and function of the college's educational media center (includes library)	5.9	64	*		
37	To learn how to use one's leisure time	5.9	64			*
27	To learn how to conduct social science research	5.8	67			*
5	To acquire a knowledge of the history of the college	5.4	68	*		

**Types of aims:

O - Orientation to college
II - Improvement of instruction
CPE - Continuing professional education

distributed between those in the improvement of instruction (8) and the continuing professional education (7) categories. Only one of the "high" aims belonged to the orientation category. It was about community services and human resources available to the college (Which related, in part, to potential instructional resources).

Of the ninteen aims receiving "low" MDS, four were related to instructional improvement and six others to continuing professional education. The nine remaining aims which represented the largest proportion were those categorized as orientation.

The middle range of MDS included 15 improvement of instruction, 12 continuing professional development and 6 orientation aims. See Table 2 in Appendix B (p. 145) for the MDS and rankings for all the aims of instructor development. The improvement of instruction and continuing professional education types of aims were evenly distributed throughout the ranks, while most of the orientation items were found in the lower ranks.

Table 6 depicts the overall mean demand score for each type of aim. According to the level of demand criteria established in Table 3, continuing professional education with an overall demand score of 6.7 would be considered a "high" demand type of instructor development aim. Improvement of instruction would be "fairly high" and orientation to the college would be considered "low." This finding is probably a reflection of the emphasis, in the literature and in practice in the early 1970's, on orientation activities for college instructors. Considerable attention in this area would have had the effect of lowering or eliminating the need at the time of the study. Although they are not conclusive, the differences among the derived types of instructor development aims lend some support to the premise that there may be several discrete components of instructor development. The high MDS for continuing professional education and improvement of instructor may indicate that they are valid components of instructor development.

TABLE 6

OVERAL MEAN DEMAND SCORES BY TYPE OF AIM OF INSTRUCTOR DEVELOPMENT

Type of Aim	Total Number	Overall Mean Demand Score	Rank
Orientation to the College	16	6.2	3
Improvement of Instruction	27	6.5	2
Continuing Professional Education	25	6.7	1

Mean demand scores by type of college. The data were analyzed according to the type of college in which the respondents worked. The tendency noted was that the responses from faculty in agricultural colleges indicated higher mean demand scores than did those of their colleagues in community and technical colleges. Table 7 shows that the overall MDS in agricultural colleges was 6.7 (high). For community colleges it was 6.5 (fairly high) and 6.3 (moderate) in technical colleges. Tables 3, 6 and 7 in Appendix B (p. 152) provide total data.

TABLE 7

OVERALL MEAN DEMAND SCORES BY TYPE OF COLLEGE

Type of College	Number of Respondents	Overall Mean Demand Scores	Rank
Community	60	6.5	2
Technical	90	6.3	3
Agricultural	15	6.7	1

Table 8 summarizes the aims of instructor development which indicated significant differences among the types of colleges. To establish the probability of a significant difference between pairs of colleges the Scheffé Test for the multiple comparison of means was used. The accepted level of probability was .10. This level was considered acceptable because of the rigor of the Scheffé Test.

Table 8 shows that significant differences were obtained on 17, or one-quarter of the instructor development aims. In most cases the differences occurred between the technical and agricultural colleges and technical and community colleges. There were few significant differences between community colleges and agricultural colleges.

The finding that the faculty in Alberta technical colleges hold significantly different perceptions on many of the aims of instructor development is consistent with reports in the literature. When one analyzes the factors such as specialization, age, location

TABLE 8

INSTRUCTOR DEVELOPMENT ITEMS WHICH INDICATE SIGNIFICANT DIFFERENCES AMONG INSTRUCTORS IN COMMUNITY (C) TECHNICAL (T) AND AGRICULTURAL (A) COLLEGES

		MDS			Probability of Dif.			Overall	
No.	Item Description	C	T	A	C-T	C-A	A-T	F	P
10	To learn the psychology of the adult student	7.1	6.7	7.3	.07*	.81	.12	3.99	.02
12	To improve skill in using audio-visual equipment and material	6.2	5.7	6.5	.04*	.75	.07*	4.80	.01
22	To understand the role of the instructor in this institution	6.7	6.0	6.5	.00*	.75	.19	10.05	.00
23	To develop communication skills for instructing in student-option oriented programs	6.8	6.1	6.7	.01*	.99	.19	5.81	.00
25	To improve skills in using the lecture technique	6.4	5.8	6.2	.03*	.85	.62	3.51	.03
34	To learn how to construct instruments for evaluating students' progress	6.8	6.4	7.3	.14	.50	.05*	3.96	.02
40	To learn theories of teaching and learning in adult education	6.7	6.1	7.1	.02*	.63	.03*	6.05	.00

TABLE 8 (continued)

No.	Item Description	MDS			Probability of Dif.			Overall	
		C	T	A	C-T	C-A	A-T	F	P
41	To learn the uses of group dynamics	6.5	6.4	7.3	.90	.10	.04*	3.10	.05
49	To learn to write programmed course units	6.5	6.2	7.3	.30	.07*	.01	5.84	.00
50	To learn about the operation and function of the college's educational media centre (includes library)	6.0	5.7	7.1	.28	.00*	.00*	10.68	.00
54	To learn about grouping students for instruction	6.3	6.2	7.1	.80	.04*	.01*	4.65	.01
55	To improve discussion techniques in teaching	6.9	6.6	7.7	.37	.04*	.00*	6.17	.00
60	To know the characteristics of the college student body	6.5	6.0	6.7	.03*	.75	.06*	5.16	.01
62	To understand the implications of accountability for the college teacher's role	6.6	6.5	7.4	.91	.05*	.02*	4.05	.02
66	To develop skills in using games and simulations in teaching	7.0	6.2	6.6	.00*	.56	.43	8.17	.00

TABLE 8 (continued)

No.	Item Description	MDS C	 T	 A	Probability of Dif. C-T	 C-A	 A-T	Overall F	 P
67	To learn to use audio-visual media in teaching	6.4	5.8	6.7	.03*	.71	.05*	5.51	.00
68	To learn to use techniques other than verbal in teaching	6.9	6.3	7.0	.03*	.96	.17	4.50	.01

*Significant Difference at $p < .10$, Scheffé Test.

and size which appear to differentiate among institutions, the technical colleges are different in many respects. In the main, they tend to be larger, older, located in larger cities and both technical colleges specialize in technical/vocational job training, while much the opposite situation is found in most of the community and agricultural colleges.

Another observation is that the MDS for all the aims indicating significant differences in Table 8 were all lower for the technical colleges, than they were for the other two. This observation may lead to the speculation that the instructor development programs in the technical institutes or the faculties themselves are in an advanced stage of growth and development, and hence the lower perception of need. For example, the aim: "To improve skill in using audio-visual equipment and material" received an MDS of 5.7 from the technical colleges and 6.2 and 6.7 respectively for the community and agricultural colleges. The interpretation of this finding is that there is almost no need for further training in using A-V equipment in technical colleges, while there is still some demand for this type of knowledge and skill from faculty in other colleges.

Another explanation for the observed differences might be that the aims of instructor development selected for the questionnaire may have been more suitable for agricultural and community colleges than they were for technical colleges.

Although it is difficult to say why, the findings indicate that there may be actual differences between technical colleges and other colleges in regard to instructor development needs - perhaps more in the nature of the development needs rather than in degree.

Mean demand scores by type of position. The 127 responses from instructors and the 38 responses from administrators were analyzed and it was determined that instructors perceived a greater need (MDS) for the aims of instructor development than did their administrators.

The overall mean demand scores for instructors was 6.5 (fairly high). Administrators rated their instructors' needs considerably lower at 6.1 (low). For a detailed summary see Table 4 in Appendix B. (p 159)

TABLE 9

OVERALL MEAN DEMAND SCORES BY
POSITION OF RESPONDENTS

Position	Number of Respondents	Overall Mean Demand Scores	Rank
Instructor	127	6.5	1
Administrator	38	6.1	2

A total of 17 (25 per cent) of the aims produced significant differences between administrators' and instructors' perceptions of need for instructor development (Table 10). Nine of the significantly different aims related to continuing professional education, seven to improvement of instruction and only one to orientation.

The findings indicate that the administrators' and instructors' perceptions are similar in regard to orientation needs but appear to

TABLE 10

MEAN DEMAND SCORES AND RANKS OF INSTRUCTOR DEVELOPMENT AIMS WHICH INDICATE SIGNIFICANT DIFFERENCES BETWEEN ADMINISTRATORS AND INSTRUCTORS

No.	Variable Description	Type* of Aim	Instructors MDS	Instructors Rank	Administrators MDS	Administrators Rank	Sign. Level
4	To learn how to individualize instruction	II	6.9	6.5	6.3	25.5	.03
6	To understand student behavior	CPE	7.0	2	6.3	25.5	.02
7	To understand conditions of employment	0	6.1	58	5.5	66.5	.01
8	To improve skills in public speaking	CPE	6.6	26	6.0	54	.01
10	To learn the psychology of the adult student	CPE	7.0	2	6.4	15.5	.00
13	To understand the motivation of the adult student	CPE	6.9	6.5	6.2	38	.00
15	To increase knowledge of fields related to one's own teaching specialty	CPE	6.9	6.5	6.3	25.5	.01
19	To update knowledge in own area of specialization	CPE	6.8	11.5	6.2	38	.01
23	To develop communication skills for instructing in student-option oriented programs	II	6.5	31.5	6.1	47.5	.03

TABLE 10 (continued)

No.	Variable Description	Type* of Aim	Instructors MDS	Instructors Rank	Administrators MDS	Administrators Rank	Sign. Level
24	To learn to instruct students with learning handicaps (e.g., low verbal ability)	II	6.7	18	6.1	47.5	.01
25	To improve skills in using the lecture technique	II	6.2	52.5	5.7	63.5	.03
27	To learn how to conduct social science research	CPE	6.0	62.5	5.5	66.5	.01
28	To learn how to structure learning experiences	II	6.7	18	6.2	38	.01
40	To learn theories of teaching and learning in adult education	CPE	6.6	26	6.0	54	.01
41	To learn the uses of group dynamics	II	6.7	18	6.2	38	.02
55	To improve discussion techniques in teaching	II	6.9	6.5	6.3	25.5	.00
63	To learn how to develop interpersonal relationships among students and staff	CPE	6.5	31.5	6.0	54	.02

*Types of Instructor Development - Activities:
Orientation to college 0
Improvement of Instruction II
Continuing Professional Education CPE

differ significantly when directed toward aims related to instructional improvement and continuing professional training. These findings tend to differ from the many opinions expressed in the literature (AACJC, 1969; Thornton, 1966, Erikson, 1970) which indicated that the administrators must understand and must assume full responsibility for instructor development. The findings, however, do support Garrison's (1967) and Gaff's (1975) positions that administrators do not usually know their faculty colleagues well enough to know what they need. There is no evidence in this study to support or refute the position indicated in recent literature (Lombardi, 1974; Hammons and Wallace, 1976) that the chairman of a division is the person who may be most effective in instructor development, raising instructional standards and resolving communication problems between instructors and senior administrators. Recent literature has emphasized strongly the importance and influence of the departmental chairman's role.

On the basis of the findings in this study it would appear that, except for orientation aspects, administrators in general do not have very accurate perceptions of instructor development needs (or that instructors inaccurate perceptions of their own needs).

Methods of Attaining Aims of Instructor Development Programs

In Section Three of the questionnaire, respondents were asked to select the methods which they considered to be the most suitable for attaining their high need aims. The respondents were asked to specify as many methods as they felt were suitable. Consequently, the total number of methods selected was greater than the total number of respondents. The tables in this section summarize the findings. Table 5 in Appendix B (p. 165) gives the most suitable methods for achieving each of the instructor development aims listed in the questionnaire.

Methods considered most suitable by total sample. According to Table 11, for the total sample, the three most suitable methods of attaining instructor development aims ranked in order of frequency of selection were: (1) group discussion, (2) guided practice, and (3) professional reading. A similar finding was obtained by Bolden (1976). A survey of faculty preferences in St. Louis Community Colleges in Montana indicated a preference for small group activities and group discussions. It would appear that college faculty prefer to participate in learning experiences which offer a high level, active, personal involvement (Harris, 1969). This may be a reaction or over-reaction to a situation wherein instructors are usually lectured to by administrators, professors or consultants. The findings appear to support Garrison's (1975) view that inservice consultants must have the expertise to help faculty groups find ways to solve their own problems rather than offer solutions.

The findings may also reveal the tendency, in the early 1970's, of post secondary institutions to adopt "innovative" instructional approaches such as group discussions and demonstration. One puzzling aspect of the findings is that college faculty did not consider the use of audio-visual techniques very suitable, even though this type of technology was highly promoted and fairly widely used at the time of this study. The least suitable methods were: (1) professional writing, (2) imitation (modelling), and (3) programmed study materials.

TABLE 11

FREQUENCY AND RANK OF METHODS SELECTED TO ATTAIN INSTRUCTOR DEVELOPMENT AIMS BY TOTAL SAMPLE

Instructional Method	Frequency N	Rank
A. Lecture	139	6
B. Demonstration	144	5
C. A-V Media	85	8
D. Group Discussions	325	1
E. Professional Reading	192	3
F. Programmed Study Material	69	11
G. Professional Writing	27	13
H. Imitation (Modelling)	50	12
I. Research	118	7
J. Role Playing	72	10
K. Consultation	172	4
L. Simulation	74	9
M. Guided Practice	204	2
TOTALS	1,671	13

Table 11 presents the frequency of selection and rank of all the methods specified in the questionnaire.

Distribution of methods considered suitable by type of college. Selections of the respondents from the three types of college (Table 12) tended to be quite similar. All three groups selected "group discussion" as most suitable and "professional writing" as least suitable. Other methods vary by only one or two ranks. This finding may be interpreted to mean that the institution does not influence methods of learning as much as might individual preferences.

Distribution of methods considered suitable by position. Table 13 indicates that instructors' and administrators' selections of methods for attaining aims are almost identical. The first four ranks included: (1) group discussions, (2) guided practice, (3) professional reading and (4) consultation. The least suitable for both groups was "professional writing", a finding which lent support to the view that the college is not the institution where faculty write or publish papers and articles. The ranking of remaining methods differed very little--a total of 16 aggregate point differences for the 13 methods. The obvious interpretation is that administrators and instructors agree on the most suitable means for achieving aims. This finding might indicate that the instructors' and administrators' previous learning experiences were similar or that they held similar perceptions.

TABLE 12

FREQUENCY AND RANK OF METHODS SELECTED TO ATTAIN INSTRUCTOR DEVELOPMENT AIMS, BY TYPE OF COLLEGE

Instructional Method	Community		Technical		Agricultural	
	N	Rank	N	Rank	N	Rank
A. Lecture	45	7	75	5	19	4
B. Demonstration	49	4.5	71	6	24	2
C. A-V Media	31	8	44	8	10	6.5
D. Group Discussions	109	1	177	1	39	1
E. Professional Reading	79	2	99	4	14	5
F. Programmed Study Material	28	10	38	9	3	11
G. Professional Writing	16	13	11	13	0	13
H. Imitation (Modelling)	19	12	26	12	5	9.5
I. Research	47	6	66	7	5	9.5
J. Role Playing	27	11	36	10	9	8
K. Consultation	61	3	100	3	11	12
L. Simulation	29	9	35	11	10	6.5
M. Guided Practice	49	4.5	131	2	23	3
TOTALS	589		909		173	

TABLE 13

FREQUENCY AND RANK OF METHODS SELECTED TO ATTAIN INSTRUCTOR DEVELOPMENT AIMS, BY POSITION

Instructional Method	Instructors		Administrators	
	N	Rank	N	Rank
A. Lecture	102	6	37	5
B. Demonstration	109	5	35	6
C. A-V Media	63	8	22	9
D. Group Discussions	239	1	86	1
E. Professional Reading	130	4	62	2
F. Programmed Study Material	46	11	23	8
G. Professional Writing	19	13	8	13
H. Imitation (Modelling)	32	12	18	10
I. Research	94	7	24	7
J. Role Playing	55	10	17	11.5
K. Consultation	131	3	41	4
L. Simulation	57	9	17	11.5
M. Guided Practice	139	2	55	3
TOTALS	1,226		445	

Organizational Arrangements for Implementing Instructor Development Programs

This section deals with the preferred practices relating to the manner in which colleges organized and implemented instructor development programs.

Mean Demand Scores were used as indicators of preference. The formula for obtaining the MDS is the same as the one described on Page 53 (P - A + 5 = MDS).

Table 14 summarizes the Mean Demand Scores and Ranks for various areas involved in the organization of instructor development programs. The following sections present the findings on most preferred arrangements for the total sample.

Responsibility. A faculty committee was ranked first as the body which faculty consider most desirable as the responsibility centre for the instructor development programs in the college. The MDS of 6.1 was followed closely by an MDS of 5.9 for the faculty-administration committee. This finding strongly supports the research findings of Hodgson (1971), Garrison (1975) and Gaff (1975) who indicated preference for the faculty committee concept. The faculty-administration committee concept is also supported in the literature. The low MDS of 5.4, indicating lower demand responsibility centres (i.e., president, dean of instruction, divisional director, staff development officer), is at variance with recommendations in the literature especially in the case of the divisional director and the staff development officer. Both of these positions are highly recommended for this function by writers in the field, such as

TABLE 14

MEAN DEMAND SCORES AND RANKS OF ORGANIZATIONAL PRACTICES FOR IMPLEMENTING INSTRUCTOR DEVELOPMENT PROGRAMS BY TOTAL SAMPLE

Implementation Practices	Total MDS	Sample RANK
1. Responsibility for instructor development programs		
a. President (Principal)	5.4	7
b. Dean of Instruction (Vice-President-Academic)	5.4	7
c. Staff development officer (Director of Instruction)	5.5	5
d. Divisional director	5.4	7
e. Assistant director (Section head or department head)	5.6	3.5
f. A faculty-administration committee	5.9	2
g. A faculty committee	6.1	1
h. The individual instructor	5.6	3.5
2. Timing of instructor development activities		
a. Prior to commencement of college term	5.6	3
b. During college term	5.7	2
c. During the intersession periods	5.8	1
3. Location of instructor development activities		
a. Home college	5.5	4
b. Neighboring college	5.9	1.5
c. University	5.7	3
d. Community facilities	5.9	1.5

TABLE 14 (continued)

Implementation Practices	Total MDS	Sample RANK
4. Provisions for encouraging participation in instructor development activities		
a. Release time (during teaching duties)	6.1	2
b. Reimbursement of fees for course work	6.2	1
c. Sabbaticals (leave with partial salary)	5.6	4
d. Leave of absence (no financial assistance)	5.3	5
e. Salary credit for completed program of staff development	5.9	3
5. Conditions for attendance at instructor development functions		
a. Voluntary	5.5	1
b. Compulsory	5.2	3
c. Obligatory	5.3	2
6. Provisions for broadening the experience background		
a. College-industry personnel exchange programs	6.9	1
b. Inter-college teacher exchanges	6.6	3
c. Travelling seminar (specific visits and follow-up activities)	6.4	4
d. Educational travel	6.7	2

TABLE 14 (continued)

Implementation Practices	Total MDS	Sample RANK
7. Sources of expertise for instructor development activities		
a. College instructors	5.8	2.5
b. Divisional directors	5.4	8
c. Specialist consultants outside of education	6.1	1
d. Specialist consultants with the college	5.7	4.5
e. President (Principal)	5.6	6.5
f. Assistant directors (Section heads, or Department heads)	5.7	4.5
g. University personnel	5.8	2.5
h. Dean of instruction (Academic Vice-President)	5.5	7
i. Staff development officer (Director of Instruction)	5.6	6.5
8. Organizational arrangements for implementing instructor development		
a. Credit course (accepted by Universities or Colleges for degrees or certificates)	5.6	8
b. Non-credit course (not applied to any formal training program)	6.0	5.5
c. Workshop (group carrying out specific task)	6.0	5.5
d. Field experience (temporary employment in a related organization)	6.8	1
e. Inter-visitation (among instructors)	6.5	3
f. Conference (large gathering structured activities)	5.5	9
g. Project group (small group with specific objectives, memberships and procedures)	6.2	4
h. Internship (first-hand experiences under guidance)	6.6	2
i. Sensitivity group (close interpersonal interaction designed to improve understanding)	5.8	7

TABLE 14 (continued)

Implementation Practices	Total MDS	Sample RANK
9. Origin of ideas or problems for instructor development activities		
a. Work with students	6.1	1
b. Interaction with colleagues	6.0	2.5
c. Administrators' perception	4.9	5
d. Instructors' perception of needs	6.0	2.5
e. Faculty committees	5.8	4

Richardson (1967), Lombardi (1974), O'Banion (1972), Gaff (1975) Hammons and Wallace (1976).

The interpretation one might attach to these findings is that the trend in Alberta colleges toward staff participation in governance, revealed by Day (1971), continues to exist. This was indicated by the high demand for a faculty-committee type of organization for instructor development.

Timing. Instructor development activities during intersession periods received the highest MDS. This finding is consistent with that of the AACJC Study (1969).

Location. The instructor development activities located off-campus, at a neighboring college or community facility, were more in demand than the home college location. This finding differs from the AACJC Study which indicated demand for a home campus location. The outcome may be a manifestation of the recent philosophy and policy which promotes the idea that change in the environment facilitates effective instructor development. Further evidence is provided by the Hammons and Jaggard (1976:20) finding which indicated that 75 per cent of the respondents would commute to an off-campus site, within reasonable distance.

Incentives. The three methods perceived as best for encouraging participation in instructor development activities in order of rank were: (1) reimbursement of fees for courses or seminars, (2) release time, and (3) salary credit for completed developmental programs. Again, these findings agree with the AACJC Study (1969) which indicated that college presidents consider the above incentives to be either necessary or desirable.

The lower rankings for education leaves and sabbaticals may indicate that this type of provision is one that is quite commonly used in Alberta colleges. One might speculate that the findings suggest a need for adding other incentives.

Conditions of attendance. Although there was very little difference in the MDS, the ranking of the conditions was (1) voluntary, (2) obligatory, and (3) compulsory. The very low MDS (5.2 - 5.5) indicate low demand or concern for this item.

Broadening experience background. The findings indicate a high need in this area. The two highest ranks were college-industry personnel exchange programs (MDS 6.9) and education travel (MDS 6.7). Both of these approaches received very little emphasis in the literature and do not appear to be used in practice. It may also be possible that these provisions are available but on a very limited basis.

Sources of expertise for instructor development activities. The sources for providing idea or content inputs into instructor development in order of demand were (1) specialist consultants and (2) college instructors and university personnel (tied rank). Again, it may be significant to note that divisional directors and deans of instruction ranked lowest. These findings are consistent with those regarding responsibility for instructor development and seem to indicate a preference for reduced administrative involvement in instructor development matters.

Organizational arrangements for implementing programs. The demand for types of programs indicated in the findings, in rank order, was (1) field experience (6.8), (2) inter-visitation among instructors (6.7), and (3) internship (6.6). The lowest demand was for the university credit course and workshops (6.0). An explanation of this type of finding might be that there are no suitable university courses on college teaching.

The finding that college instructors consider field experiences and internships to be high need areas supports information found in the literature. These approaches to instructor development were first proposed by Cohen and Brawer (1968) and are supported by recent writers such as Gaff (1975) and Scigliano and DuBois (1976).

Origin of ideas. Work with students and interaction with colleagues ranked highest. Although this item was not directly related to organizational arrangements, the findings do support other observations in the study. The source of ideas/problems for instructor development was perceived to arise from the instructors own work experience and relationships rather than administrators' perceptions (MDS 4.9).

Differences among respondents by type of college. Mean Demand Scores, Ranks and significant differences are shown in Table 15. In general, the analyses indicated that arithmetic differences of .5 between two Mean Demand Scores produced significant differences between groups. The data in this Table indicate there

TABLE 15

MEAN DEMAND SCORES AND RANKS OF ORGANIZATIONAL STRATEGIES FOR IMPLEMENTING INSTRUCTOR DEVELOPMENT PROGRAMS BY TYPE OF COLLEGE

Implementation Practices	Community MDS	Community RANK	Technical MDS	Technical RANK	Agricultural MDS	Agricultural RANK	Significant Differences*
1. Responsibility for instructor development programs							
a. President (Principal)	5.6	5	5.4	5.5	4.7	8	
b. Dean of Instruction (Vice-President-Academic)	5.5	7.5	5.4	5.5	5.6	5.5	
c. Staff development officer (Director of instruction)	5.7	3	5.3	7	5.6	5.5	
d. Divisional director	5.6	5	5.2	8	5.5	7	
e. Assistant director (Section head or department head)	5.5	7.5	5.6	2.5	5.7	4	
f. A faculty-administration committee	6.0	2	5.6	2.5	6.7	1.5	
g. A faculty committee	6.3	1	5.8	1	6.7	1.5	T-C, T-A
h. The individual instructor	5.6	5	5.5	4	6.0	3	
2. Timing of instructor development activities							
a. Prior to commencement of college term	6.0	2	5.2	3	6.3	2	T-C, T-A
b. During college term	6.1	1	5.7	1	4.5	3	A-T, A-C
c. During the intersession periods	5.8	3	5.6	2	7.1	1	A-T, A-C
3. Location of instructor development activities							
a. Home college	5.6	4	5.4	4	5.7	4	
b. Neighboring college	6.0	1	5.8	1.5	5.8	3	
c. University	5.7	3	5.7	3	6.7	1	
d. Community facilities	5.9	2	5.8	1.5	6.1	2	
4. Provisions for encouraging participation in instructor development activities							
a. Release time (during teaching duties)	6.1	3	6.2	2	5.3	3	A-T, A-C
b. Reimbursement of fees for course work	6.2	2	6.3	1	5.8	2	
c. Sabbaticals (leave with partial salary)	6.0	4	5.5	4	5.2	4	A-C, C-T
d. Leave of absence (no financial assistance)	5.6	5	5.1	5	4.6	5	A-C, C-T, A-T
e. Salary credit for completed program of staff development	6.5	1	5.6	3	5.9	1	C-T, C-A
5. Conditions for attendance at instructor development functions							
a. Voluntary	5.5	1	5.4	1	5.9	1	A-T
b. Compulsory	5.3	2.5	5.3	2	4.9	3	
c. Obligatory	5.3	2.5	5.2	3	5.1	2	

TABLE 15 (continued)

Implementation Practices	Community MDS	Community RANK	Technical MDS	Technical RANK	Agricultural MDS	Agricultural RANK	Significant Differences*
6. Provisions for broadening the experience background							
a. College-industry personnel exchange programs	6.7	1.5	7.1	1	6.9	2	
b. Inter-college teacher exchanges	6.7	1.5	6.5	3	6.4	3.5	
c. Travelling seminar (specific visits and follow-up activities)	6.5	3	6.2	4	6.4	3.5	
d. Educational travel	6.6	2	6.6	2	7.2	1	
7. Sources of expertise for instructor development activities							
a. College instructors	6.4	1	5.4	7	6.1	3	A-T
b. Divisional directors	5.9	2.5	5.3	9	5.5	7.5	T-C
c. Specialist consultants outside of education	5.8	5	6.2	1	7.1	1	A-T, A-C
d. Specialist consultants with the college	5.7	8	5.7	3	6.1	3	
e. President (Principal)	5.7	8	5.5	4.5	5.6	6	
f. Assistant directors (Section heads, or Dept. heads)	5.8	5	5.5	4.5	5.9	5	
g. University personnel	5.9	2.5	5.8	2	6.1	3	
h. Dean of instruction (Academic Vice-President)	5.7	8	5.4	7	5.5	7.5	
i. Staff development officer (Director of Instruction)	5.8	5	5.4	7	5.3	9	
8. Organizational arrangements for implementing instructor development activities							
a. Credit course (accepted by Universities or Colleges for degrees or certificates)	6.0	6.5	5.4	9	5.7	8	T-C
b. Non-credit course (not applied to any formal training program)	6.3	5	5.6	8	6.7	3.5	T-C, T-A
c. Workshop (group carrying out specific task)	6.0	6.5	5.9	5	6.1	6.5	
d. Field experience (temporary employment in a related organization)	6.8	1	6.7	1	7.3	1	
e. Inter-visitation (among instructors)	6.7	2	6.3	3	6.9	2	
f. Conference (large gathering, structured activities)	5.5	9	5.7	7	5.2	9	
g. Project group (small group with specific objectives, memberships and procedures)	6.4	4	6.1	4	6.4	5	
h. Internship (first-hand experiences under guidance)	6.6	3	6.5	2	6.7	3.5	
i. Sensitivity group (close interpersonal interaction designed to improve understanding)	5.8	8	5.8	6	6.1	6.5	
9. Origin of ideas or problems for instructor development activities							
a. Work with students	6.2	1	6.0	2	6.0	2	
b. Interaction with colleagues	6.1	2	5.8	3.5	6.2	1	
c. Administrators' perceptions	4.8	5	5.0	5	4.9	5	
d. Instructors' perceptions of needs	5.8	3.5	6.2	1	5.8	3.5	
e. Faculty committees	5.8	3.5	5.8	3.5	5.8	3.5	

*Statistically significant differences between pairs of type of Colleges: Community C
Technical T
Agricultural A

is a large degree of similarity among respondents from the three types of colleges in their preference for program organization. As indicated in the table, there were a small number of items which produced significantly different scores. The perceptions of preferred arrangements differed among community, technical, and agricultural colleges in the areas of:

1. Timing of instructor development activities. Respondents from the agricultural college preferred the intersession while those in technical and community colleges preferred them during the college term.

2. Incentives for encouraging participation in instructor development activities. Faculties in community and agricultural colleges preferred "salary credits" while faculties in technical colleges preferred "reimbursement of fees."

3. Sources of expertise. "Specialist consultants outside of education" ranked first with technical and agricultural college faculties. Faculties in community colleges preferred other "college instructors."

4. Credit-Non-credit courses. Faculties in community colleges expressed a significantly higher preference for credit courses than did their colleagues in technical and agricultural colleges.

Although there were a small number of differences among faculty subgrouped by type of institution, the results appeared to indicate that there is no evidence to support interinstitutional differences when considering organizational arrangements for instructor development.

Differences between instructors' and administrators' demands for organizational arrangements. Table 16 revealed very few significant differences between administrators and instructors in their demand for organizational arrangements. The Mean Demand Scores tended to be lower for administrators, especially in the case of "administrator's perception" of the origin of ideas for instructor development activities. The only case in which the administrators' MDS was significantly higher was in their demand that the "divisional directors" be responsible for instructor development. According to Table 16 the MDS for administrators was 5.8 and 5.3 for instructors. The higher administrator MDS is consistent with the reports in the literature indicating the administrator preference that divisional chairmen be responsible for instructor development.

Summary

In this chapter the findings of the study were reported and summarized. The following overall generalizations are based on the findings:

Aims of instructor development. The responses from the total sample indicated that there was a perceived need for instructor development in all areas specified in Section Two of the questionnaire. The mean demand score ranged from a low 5.4 to a high 6.9.

TABLE 16

MEAN DEMAND SCORES AND RANKS OF STRATEGIES AND ORGANIZATIONAL ARRANGEMENTS FOR IMPLEMENTING INSTRUCTOR DEVELOPMENT PROGRAMS BY POSITION

Implementation Practices	Instructor		Administrator	
	MDS	RANK	MDS	RANK
1. Responsibility for instructor development programs				
a. President (Principal)	5.4	6.5	5.4	7.5
b. Dean of instruction (Vice-President-Academic)	5.4	6.5	5.7	5
c. Staff development officer (Director of instruction)	5.5	5	5.4	7.5
d. Divisional director	5.3	8	5.8*	3.5
e. Assistant director (Section head or department head)	5.6	3	5.6	6
f. A faculty-administration committee	5.8	2	6.2	1.5
g. A faculty committee	6.1	1	6.2	1.5
h. The individual instructor	5.5	4	5.8	3.5
2. Timing of instructor development activities				
a. Prior to commencement of college term	5.5	3	5.7	2
b. During college term	5.8	1.5	5.3*	3
c. During the intersession periods	5.8	1.5	6.1	1
3. Location of instructor development activities				
a. Home college	5.6	4	5.2	4
b. Neighboring college	5.9	1.5	5.8	1
c. *University	5.8	3	5.6	3
d. Community facilities	5.9	1.5	5.7	2
4. Provisions for encouraging participation in instructor development activities				
a. Release time (during teaching duties)	6.2	2	5.7	2
b. Reimbursement of fees for course work	6.3	1	5.9	1
c. Sabbaticals (leave with partial salary)	5.7	4	5.5	4
d. Leave of absence (no financial assistance)	5.3	5	5.1	5
e. Salary credit for complete program of staff development	6.1	3	5.6*	3
5. Conditions for attendance at instructor development functions				
a. Voluntary	5.5	1	5.4	1
b. Compulsory	5.2	3	5.2	2.5
c. Obligatory	5.3	2	5.2	2.5
6. Provisions for broadening the experience background				
a. College-industry personnel exchange programs	7.0	1	6.7	1.5
b. Inter-college teacher exchanges	6.5	3	6.7	1.5
c. Travelling seminar (specific visists and follow-up activities)	6.4	4	6.3	4
d. Educational travel	6.7	2	6.5	3

TABLE 16 (continued)

Implementation Practices	Instructor MDS	Instructor RANK	Administrator MDS	Administrator RANK
7. Sources of expertise for instructor development activities				
a. College instructors	5.9	2.5	5.7	3.5
b. Divisional directors	5.6	6.5	5.3	8.5
c. Specialist consultants outside of education	6.2	1	5.8	1.5
d. Specialist consultants with the college	5.8	4	5.3*	8.5
e. President (Principal)	5.6	6.5	5.7	3.5
f. Assistant directors (Section heads, or department heads)	5.7	5	5.6	6
g. University personnel	5.9	2.5	5.6	6
h. Dean of instruction (Academic Vice-President)	5.5	8.5	5.8	1.5
i. Staff development officer (Director of Instruction)	5.5	8.5	5.6	6
8. Organizational arrangements for implementing instructor development activities				
a. Credit course (accepted by universities or colleges for degrees or certificates)	5.6	9	5.7	7
b. Non-credit course (not applied to any formal training program)	6.0	5.5	5.9	5
c. Workshop (group carrying out specific task)	6.0	5.5	5.8	6
d. Field experience (temporary employment in a related organization)	6.9	1	6.6	1
e. Inter-visitation (among instructors)	6.5	3	6.3	3
f. Conference (large gathering structured activities)	5.7	8	5.2*	9
g. Project group (small group with specific objectives, memberships and procedures)	6.2	4	6.2	4
h. Internship (first-hand experiences under guidance)	6.6	2	6.5	2
i. Sensitivity group (close interpersonal interaction designed to improve understanding)	5.9	7	5.3*	8
9. Origin of ideas or problems for instructor development activities				
a. Work with students	6.1	1	6.0	2
b. Interaction with colleagues	6.0	2.5	5.7	4
c. Administrators' perceptions	5.1	5	4.5*	5
d. Instructors' perceptions of needs	6.0	2.5	6.0	2
e. Faculty committees	5.8	4	6.0	2

*Significant at the .05 level

Aims about the psychology of adult students and strategies of students' involvement in their own learning were ranked the highest and had an MDS of 6.9 (rank 1.5). Learning about the history of the college ranked lowest with a rank of 68 and an MDS of 5.4.

The highest MDS score was for aims related to continuing professional development (6.7). Aims related to improvement of instructional techniques were second (6.5) and those about orientation to the college were third (6.2).

The overall MDS was highest for respondents from the agricultural colleges (6.7) and lowest for those in technical colleges (6.3). Community colleges ranged between the two at 6.5.

Administrators (MDS 6.1) tended to perceive less need for the aims of instructor development than did the instructors (MDS 6.5).

Seventeen aims (25 per cent) of instructor development indicated significant differences between faculties in community, technical and agricultural colleges.

Seventeen other aims indicated differences between administrators and instructors.

Methods. The highest ranked method of attaining the aims of instructor development was "group discussions", while "professional writing" was lowest in all instances.

Organizational arrangements. From the interpretation of the MDS, organizational arrangements appeared to favor instructor development activities organized by a faculty committee, held during intersession periods, at a neighboring college and based on voluntary participation.

There appeared to be some demand that ideas for instructor development activities come from work with students and expertise be provided by specialist consultants outside of education.

College - industry personnel exchange programs and short term field experiences were considered desirable approaches to broadening experiential background.

In general, the findings provide evidence that there is a perceived overall need for instructor development in Alberta colleges. There appear to be differences among administrators and instructors in agricultural, technical and community colleges with respect to aims, but there was no evidence to support differences with respect to methods and organizational arrangements.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The first section of this chapter summarizes the study. In the second and third sections, conclusions and implications are presented and discussed. The chapter concludes with an outline of areas for further research.

Summary of the Study

The problem. The primary problem in this study was to ascertain the nature and extent of the need for instructor development as expressed by instructors and administrators in Alberta colleges. A secondary problem was to compare the perceptions of selected subgroups in the population. The subgroups chosen were instructors and administrators, and community colleges, technical colleges and agricultural colleges. In order to obtain information on needs relative to the major elements of an instructor development program, each of the above groups was studied to determine:

1. The perceptions of need relative to aims of instructor development.
2. The perceptions of need relative to methods for attaining the aims of instructor development.
3. The perceptions of need relative to organizational arrangements which may facilitate instructor development.

Need for the study. The review of the literature indicated that instructor development is related to effective college teaching and that a need for instructor development did exist.

This study was designed to explore the problem of meeting instructor development needs, and to provide information which would assist Alberta college administrators and instructors to make better decisions in planning and implementing their staff inservice programs.

Methodology. A total of 262 staff members from nine public colleges in Alberta was selected to participate in the study. A questionnaire was mailed to the members in the sample and 165 responses (63 per cent) were received. Of the total number of respondents, 127 were instructors and the remaining 38 were administrators (a division/department head or higher). Ninety were employed in technical colleges, 60 were employed in community colleges and 15 were employed in agricultural colleges.

The questionnaire gathered perceptions of administrators and instructors on (1) the aims of instructor development, (2) preferred methods of attaining these aims, and (3) organization and implementation of practices.

Interviews with selected respondents from Grande Prairie, NAIT, SAIT, Grant MacEwan and Lethbridge colleges were conducted to check the reliability of the questionnaire responses and to gain insights into instructor development practices in Alberta colleges.

Responses to the questionnaire items were coded and transferred to computer cards for analysis.

The Findings

The findings are summarized in the form of Figures giving profiles of the demand for aims, methods, and organization of instructor development by total sample, position and type of college. The profiles presented in Figures 3, 4 and 5, include those items which received high MDS or were ranked highest in their respective instructor development areas.

Conclusions

Within the limitations of this study, the findings appear to justify certain conclusions. These conclusions relate to the stated purposes of the study and the problems posed, as well as interpretations and assumptions drawn from the analysis of the data.

The need for instructor development (aims). The findings indicated that there is a perceived need for instructor development in Alberta colleges. The mean demand scores (MDS) for all the sixty-eight aims of instructor development were well above "5" which was the score that indicated little or no need. Of the total number of aims, 16 received "high" (6.7 - 6.9) MDS, 16 received "fairly high" scores (6.5 - 6.6), 18 were "moderate" (6.3 - 6.4) and 18 were "low" (5.4 - 6.2). Only seven were considered to be very low (5.4 - 5.9). The overall MDS for the 68 aims were 6.5, which indicated a "fairly high" need for instructor development in Alberta colleges.

For the total sample, the highest MDS (6.8 - 6.9) of instructor development were in the areas of psychology, strategies, individualization, diagnosis, motivation and relevance for adult students. This finding indicates a need for more emphasis in these areas.

Most of these aims fell into the improvement of instruction and continuing professional education categories. This led to the conclusion that,at the time of the study, the most pressing needs related to understanding and instructing adult students.

One finding which differed from the literature was the very low MDS for the items related to the history and philosophy of the college. These were usually stressed as topics for orientation sessions. Another item which seemed to obtain lower emphasis was "learning to use A-V media" which seemed to reflect recent emphasis in instructor development literature. Although the aims mentioned above may have received sufficient emphasis, an analysis of other low mean demand score aims (college policies, media centre, extra-curricular, research) appeared to indicate that most of them were not included in existing instructor development activities and that the respondents felt that no further attention was needed.

An analysis of the aims of instructor development indicated differences in demand according to type of aim. The mean demand scores for the three categories were 6.2 for orientation, 6.5 for improvement of instruction, and 6.7 for continuing professional education. Most of the aims in the "high" and "fairly high" groups were related to improvement of instruction and continuing professional education. Aims related to orientation tended to appear in the "low" mean demand score group. This led to the conclusion that faculties in Alberta colleges would prefer more emphasis on instructional improvement and continuing professional development activities in

Instructor Development Areas	High Demand/Rank Items
A. Aims	A. 1. To learn the psychology of the adult student
	2. To develop strategies which will enable students to participate in designing their learning experiences
	3. To learn how to individualize instruction
	4. To understand student behavior
	5. To learn how to diagnose students' educational needs
	6. To understand the motivations of the adult student
	7. To develop skill in making learning relevant for students
	8. To improve discussion techniques in teaching
	9. To increase knowledge of fields related to one's own teaching specialty
B. Methods of Learning	B. 1. Group discussions
	2. Guided Practice
	3. Professional reading
C. Responsibility	C. 1. Faculty committee
	2. Faculty-administration committee
D. Time	D. 1. During intersession
	2. During college term
E. Location	E. 1. Neighboring college
	2. Community facilities
F. Incentives	F. 1. Reimbursement of fees
	2. Release time
G. Conditions of Attendance	G. 1. Voluntary
H. Sources of Expertise	H. 1. Specialist consultants outside of education
I. Organizational Arrangement	I. 1. Field experience
J. Origin of content	J. 1. From work with students

FIGURE 3

PROFILE OF THE OVERALL DEMAND FOR
INSTRUCTOR DEVELOPMENT

Instructor Development Areas	High Demand/Rank Items Instructors	Administrators
A. Aims	A. 1. To learn how to individualize instruction 2. To understand student behavior 3. To learn the psychology of the adult student 4. To understand the motivation of the adult student 5. To increase knowledge of fields related to one's own teaching speciality 6. To learn how to diagnose student's educational needs 7. To improve discussion techniques in teaching 8. To develop skill in making learning relevant to students 9. To develop strategies which will enable students to participate in designing their learning experiences	A. 1. To develop knowledge and skills in human relations 2. To learn how to use self-evaluation techniques to improve teaching performance 3. To develop communication practices which encourage good public relations 4. To learn how to diagnose students' educational needs 5. To learn how to prepare independent study materials 6. To know the characteristics of the college's student body 7. To understand the implications of accountability for the college teacher's role 8. To develop skill in making learning relevant to students 9. To develop strategies which will enable students to participate in designing their learning experiences
B. Methods	B. 1. Group discussions 2. Guided Practice 3. Consultation	B. 1. Group discussions 2. Professional reading 3. Guided Practice
C. Responsibility	C. 1. Faculty committee 2. Faculty-administration committee	C. 1. Faculty committee 2. Faculty-administration committee
D. Time	D. 1. During college term 2. During intersession	D. 1. During intersession 2. Prior to commencement of term
E. Location	E. 1. Neighboring college 2. Community facilities	E. 1. Neighboring college 2. Community facilities
F. Incentives	F. 1. Reimbursement of fees for course work 2. Release time	F. 1. Reimbursement of fees for course work 2. Release time
G. Conditions of attendance	G. 1. Voluntary	G. 1. Voluntary
H. Sources of expertise	H. 1. Specialist consultants outside of education	H. 1. Specialist consultants outside of education 2. Dean of instruction
I. Organizational arrangement	I. 1. Field experience	I. 1. Field experience
J. Origin of content ideas	J. 1. Work with students	J. 1. Work with students 2. Instructor's perceptions 3. Faculty committee

FIGURE 4

PROFILE OF DEMAND FOR INSTRUCTOR DEVELOPMENT AS EXPRESSED BY INSTRUCTORS AND ADMINISTRATORS

Instructor Development Areas	High Demand/Rank Items		
	Community	Technical	Agricultural
A. Aims (ranked 10 or lower)	A. 1. To learn the psychology of the adult student 2. To understand the motivation of the adult student 3. To develop skills in using games and simulations in teaching 4. To understand student behavior 5. To increase knowledge of fields related to one's own teaching specialty 6. To learn how to use self-evaluation techniques to improve teaching performance 7. To update knowledge in own area of specialization 8. To learn ways of reinforcing learning 9. To learn how to diagnose students' educational needs 10. To improve discussion techniques in teaching	A. 1. To understand conditions of employment 2. To learn how to individualize instruction 3. To understand student behavior 4. To learn how to diagnose students' educational needs 5. To develop strategies which will enable students to participate in designing their learning experiences 6. To develop a personal philosophy of education	A. 1. To improve discussion techniques in teaching 2. To understand the implications of accountability for the college teachers role 3. To develop skill in making learning relevant for students 4. To learn the psychology of the adult student 5. To learn how to construct instruments for evaluating students' progress 6. To learn the uses of group dynamics 7. To learn about accepted policies regarding student admissions and attendance 8. To develop strategies which will enable students to participate in designing their learning experiences 9. To learn how to use self-evaluation teaching performance 10. To learn how to prepare independent study materials
B. Methods	B. 1. Group discussions 2. Professional reading 3. Consultation	B. 1. Group discussions 2. Guided practice 3. Consultation	B. 1. Group discussions 2. Demonstration 3. Guided practice
C. Responsibility	C. 1. Faculty committee 2. Faculty-admin. committee	C. 1. Faculty committee 2. Faculty-admin. committee 3. Section department head	C. 1. Faculty committee 2. Faculty-admin. committee
D. Time	D. 1. During college term 2. Prior to college term commencement	D. 1. During college term 2. During intersession	D. 1. During intersessions 2. Prior to college term commencement
E. Location	E. 1. Neighboring college 2. Community facility	E. 1. Neighboring college 2. Community facility	E. 1. University 2. Community facility
F. Incentives	F. 1. Salary credits 2. Sabbaticals	F. 1. Sabbaticals 2. Release time	F. 1. Salary credit 2. Reimbursement of fees
G. Conditions of Attendance	G. 1. Voluntary	G. 1. Voluntary	G. 1. Voluntary
H. Sources of Expertise	H. 1. College instructors 2. Divisional directors 3. University personnel	H. 1. Specialist consultants outside of education 2. University personnel 3. Specialist consultants within the college	H. 1. Specialist consultants outside of education 2. College instructors 3. University personnel
I. Organizational Arrangement	I. 1. Field experience 2. Intervisitation	I. 1. Field experience 2. Internship	I. 1. Field experience 2. Intervisitation
J. Origin of Content	J. 1. Work with students 2. Interaction with colleagues	J. 1. Instructors' perceptions 2. Work with students	J. 1. Interaction with colleagues 2. Work with students

FIGURE 5

PROFILE OF DEMAND FOR INSTUCTOR DEVELOPMENT AS EXPRESSED BY INSTRUCTORS IN COMMUNITY, TECHNICAL AND AGRICULTURAL COLLEGES instructor development programs and that orientation needs were being met or were not necessary in the eyes of the respondents.

The fact that there was a difference between the means led to the conclusion that there may be valid, discrete categories or components of instructor development. Further investigation of this possibility is warranted.

The findings indicated that there were differences regarding the perceived need for instructor development among the three types of colleges studied. The differences in perceptions of need were most frequent between faculties in technical and agricultural colleges, and faculties in technical and community colleges. The direction of the differences was that faculties in technical colleges tended to perceive a lesser need for achieving aims of instructor development. This led to the conclusion that instructor development needs were being met to a greater extent in technical colleges than in community or agricultural colleges.

The findings indicated that instructors as a group perceived a higher need for instructor development than did their administrators. The overall mean demand score for instructors was 6.5 and for administrators was 6.1. This difference (.4) was close to .5, the difference necessary for statistical significance.

Differences in perceptions were observed in seventeen of the aims (25 per cent). In all cases the mean demand score for administrators was lower. Most of the significant differences occurred in the instructors' high mean demand score aims which indicated that important differences between instructors and administrators did exist. Since a high percentage (25 per cent) of the items related to aims revealed differences that were statistically significant, it was concluded that administrators did not have an accurate perception of instructors' development needs.

Methods of attaining instructor development aims. The 13 choices available to respondents in Section 3 of the questionnaire ranged from low personal involvement (eg., listening to lectures) to high personal involvement (eg., guided practice). The findings indicated quite conclusively that the preferred modes for learning or improving the instructor's knowledge and skill were those which provided a high degree of personal involvement since the three methods which were ranked highest were group discussion, guided practice and professional reading. It was concluded that these three methods could be used in learning about most of the high demand aims.

An analysis of the ranking of preferred methods by subgroups indicated that instructors in community, technical and agricultural colleges agreed on the suitability of the methods listed. Also, the rankings by administrators and instructors were almost identical. The conclusion drawn from this finding is that the type of position a faculty member holds or the type of college he works at does not influence his choice of methods for acquiring instructor development aims.

Organizational arrangements for implementing instructor development programs. In this part of the study, respondents were asked to rate the actual practices and their preferred practices relative to ways in which college organized or college supported instructor development programs were implemented. A high mean demand score was used as an indicator of need for more emphasis for specified aspects of organizational arrangements. The conclusions relating to findings on desirable organizational practices are based on these scores.

On the basis of responses from the total sample, the responsibility for developing and implementing instructor development programs should be placed at the faculty level, rather than within the administrative hierarchy. This was evident from the findings that the first four ranks were assigned to a "faculty committee," a "faculty-administration committee," a "section or department head," and the "individual instructor." The "staff development officer" ranked fifth in the overall sample.

The only differences noted among instructors in the different types of colleges was that community college respondents ranked the "staff development officer" as number 3, while the ranking by technical and agricultural colleges was 7 and 5.5 respectively.

There was a high degree of agreement between administrators and instructors on responsibility. The only difference was that administrators placed a higher emphasis on having the "divisional/departmental director" as the person responsible for instructor development program implementation.

Although there were some differences among the various subgroups, the preferred time of year for instructor development activities was "during intersession periods." The second most popular choice was during the college term. These findings indicated that instructors and administrators would consider instructor development activities after the commencement of the college term. The conclusion drawn is that college instructors and administrators consider the post commencement period of the college term more effective for instructor development. Yet, the literature indicated that the great majority of the instructor development programs currently taking place occur prior to the commencement of the college term.

A neighboring college was the most popular choice for location of instructor development activities. The conclusion reached on the basis of this finding was that college instructors would prefer to leave the work environment of the home college to participate in instructor development activities. The perception may have been that any such activities conducted on campus would not be as beneficial.

The more desirable provisions for encouraging participation in instructor development activities were: (1) reimbursement of fees, (2) release time, and (3) salary credit for completed programs. There was a high degree of agreement among the subgroups on these three practices. These types of incentives are not being used widely and could be added to any existing ones.

All respondents indicated that participation in instructor development activities should be "voluntary." It may be concluded that instructors and administrators support the principle of professional freedom.

The methods of broadening an instructor's background which were perceived to require more emphasis were "college-industry personnel exchange programs" and "educational travel." These two methods ranked first and second for all the subgroups and the very high MDS led to the conclusion that the respondents were either intrigued by or interested in trying these arrangements.

There was a high degree of consistency among the five subgroups in their preference for the source of expert personnel who contributed to instructor development programs. The high demand source was "specialist consultants from outside education." This finding appears to reflect an anti-educator bias that seems to prevail among instructors in colleges. This finding supports the finding of Bates and McIntosh (1972:15) who in quoting a faculty association activist stated that:

> When I have a question about my teaching I'll go to a fellow economist and ask him. What can some educator tell me about teaching?

Evidence of this stance was revealed to the investigator during the testing of the questionnaire. The criticism was that it was "too teacher-oriented."

The organizational arrangement which appeared to need much more emphasis according to the MDS for the overall sample and for the five subgroups, was "field experience." There appears to be a strong need for updating technical knowledge and skills in the instructors' areas of specialization. According to the findings in this study, this updating could be done through actual field experiences in related occupations and industries.

There was agreement among the subgroups in the sample that the preferred origins of ideas and topics for instructor development were from work with students and instructors' perceptions. According to the literature, the source and control of the content of instructor development were largely in the hands of administrators. The findings indicated that there is a perceived need to bring it back to the level at which instruction occurs, the instructors' and students' level.

To summarize this section, the main conclusions drawn from the study are that there is a "fairly high" need for instructor development and that there may be perceptual differences among instructors and administrators in agricultural, technical and community colleges in regard to aims of instructor development. Although there were no differences among these subgroups regarding methods of achieving aims and arrangements for instructor development activities, the emphases expressed in the findings were valid and may be used in planning or studying instructor development in the future. A further conclusion which may be drawn is that while administrators may not be very accurate in their perceptions of instructor needs for specific aims, they could interpret quite accurately instructors' perceptions regarding methods and organizational arrangements for instructor development.

Implications for Program Development

The findings of this study have shown that the process of instructor development is quite complex. The person(s) who plan developmental activities must take into account not only institutional and student needs, but also the perceived needs of instructors.

This study may have implications for practising instructors and for administrators who hold the responsibility for staff development in their colleges. The implications, which are drawn from the findings as well as interviews with faculty and personal observations, are summarized below:

1. A fairly strong, general need for instructor development exists primarily in the areas of continuing professional education and improving instruction. The high demand appears to be a reflection of the lack of specific preservice training programs for college instructors. Until relevant preservice programs are established, colleges will need to apply a larger proportion of their resources toward comprehensive on-going instructor development programs.

2. The diversity of programs, the differences among instructors and the differences in instructors' perceptions of needs appear to indicate that specific instructor development programs for each type of college or even each college may be necessary.

3. Prior to the implementation of a professional development program, a systematic needs assessment procedure (e.g., personnel inventories, surveys) should be used to identify instructor development needs.

4. College instructors tended to consider themselves as "professional" mathematicians, bakers, tinsmiths, plant scientists, beauticians, radiologists, psychologists, accountants, etc. rather than professional instructors. Colleges need to work on developing a professional image of the "college instructor," if teaching is to continue to be the primary function of the colleges.

5. Instructional development necessitates devising solutions to instructional situations/problems confronting one or more instructors dealing with specific students and learning situations. The findings indicated that there is a need to develop a theory and practice for teaching adult students in colleges. The literature indicated that this should be the role of senior colleges and universities.

6. There appeared to be a demand for a grassroots approach (faculty committee) to organizing instructor development activities. However, the types of knowledge and skill required for establishing a continuing instructor development system would not likely be possessed by instructional faculty. Therefore the role (individual or group) of facilitator for staff development would need to be created within a college or the colleges system. If the opportunities and resources for the establishment of an on-going instructor development program for a college were more readily available, then the faculty committee would be able to implement desired programs. Also, it would appear that the initial leadership in the establishment of instructor development programs would need to come from senior administrators, who must acquire the human and financial resources necessary for the implementation of such programs.

7. The high demand for aims related to continuing professional education and for "field experience" points to a need for some linkage system between the college instructor, his referent field and the practitioner in the field

8. A broader, more individualized incentive system could maximize the use of the college's resources and respond to specific needs of the instructor.

Suggestions for Further Research

This study was probably one of the first in Canada to investigate the perceptions of instructors regarding their need for development. The study has explored the general areas of aims, methods and organizational strategies and possible differences among specific subgroups. Since this study was exploratory and general in nature, further research in several areas may provide the basic information needed to develop effective instructor development programs for colleges.

Areas identified for further study are as follows:

1. A study of the college administrators' role in instructor and general staff development.

2. Clarification of the college instructor's role and the institutional dimension (organizational needs) of this role, as well as student expectations/needs relative to the college instructor's role.

3. An analysis of the validity of the three instructor development components (orientation, improvement of instruction

and continuing professional education) identified in this study.

4. Study of the feasibility of a provincial instructor development system.

5. A survey of preservice training needs for Alberta college instructors.

6. A study of the nature and feasibility of the faculty committee approach to implementing instructor development.

Concluding Statement

The results of this study, while not totally conclusive, revealed that there is an unmet need for instructor development in Alberta colleges. The nature of this need and some of the differences among subgroups were described in some detail and may provide college administrators with a basis for the development or revision of their instructor development programs.

In addition, it is hoped that those who plan for and allocate the resources for future college faculty development efforts will consider the findings and implications of this study.

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APPENDIX A

QUESTIONNAIRE

SECTION 1

PERSONAL DATA

1. College ______________________________

2. Department ______________________________

3. Position ______________________________

4. Professional training:

Name of Institution	Degree, Diploma, or Certificate Completed	Year
____________	____________	___
____________	____________	___
____________	____________	___
____________	____________	___

Other training ______________________________

5. Main field of study or teaching specialization ______________

6. Major area of work (Check one)

   a. Technologies (applied science - engineering, medical sciences) ____
   b. Vocations or trades (applied arts - apprenticeship, instructional aides) ____
   c. Business (secretarial, administration) ____
   d. Pure sciences (mathematical, physical or biological) ____
   e. Humanities (social sciences, languages) ____
   f. Fine arts (music, art, drama) ____
   g. Other ______________ (Specify) ____

7. Previous experience (Check one)

   a. Teaching experience and teacher training ____
   b. Teaching experience but not teacher training ____
   c. Neither teaching experience nor teacher training ____

8. Years of teaching experience (include current year)

   a. Total college teaching ____ yrs.
   b. Teaching in present college ____ yrs.
   c. Teaching at a university ____ yrs.
   d. Teaching in elementary school ____ yrs.
   e. Teaching in secondary school ____ yrs.
   f. Other ______________ (Specify) ____ yrs.

9. Specify your most recent fulltime work experience outside of the college system.

   Position ______________________________ From 19__ to 19__

SECTION 2

AIMS OF COLLEGE INSTRUCTOR DEVELOPMENT PROGRAMS

Instructions

The following list consists of selected aims related to college instructor development programs and to needs or interests of instructors. For each item you are asked to do two things:

1. Indicate the extent to which the instructor development program in your college actually emphasized the particular aim, and
2. In terms of your own experience in college teaching, indicate the degree of emphasis that you would prefer to have assigned to the aim by your college's instructor development program. Respond by circling a number on each scale.

The numbers of the scale correspond to the following ratings:

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

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Example

What is your perception of the actual and preferred emphases placed upon the following aims of instructor development?

To learn how to use community resources in the instructional program	Actual [✓ 1] 2 3 4 5 Preferred 1 2 3 [✓ 4] 5

The responses indicate that the respondent perceives that no emphasis was placed on "learning about how to use community resources" as an aim of instructor development in his college, but would prefer that a large amount of emphasis be placed on this type of knowledge.

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

---

What is your perception of the actual and preferred emphasis placed on the following aims of instructor development in your college?

1. To understand the philosophy underlying the college institutions	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
2. To develop knowledge and skills in human relations	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
3. To learn about this institution's problems related to implementation of instructional programs	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
4. To learn how to individualize instruction	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
5. To acquire a knowledge of the history of the college	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
6. To understand student behavior	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
7. To understand conditions of employment	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
8. To improve skills in public speaking	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
9. To understand the administration of educational organizations	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
10. To learn the psychology of the adult student	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
11. To learn to integrate content activities with other courses	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
12. To improve skill in using audio-visual equipment and materials	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
13. To understand the motivation of the adult student	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
14. To develop a personal philosophy of education	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

---

15. To increase knowledge of fields related to one's own teaching specialty	Actual Preferred	1 2 3 4 5 1 2 3 4 5
16. To learn how to use self-evaluation techniques to improve teaching performance	Actual Preferred	1 2 3 4 5 1 2 3 4 5
17. To develop an awareness of one's responsibility towards colleagues and professional associations	Actual Preferred	1 2 3 4 5 1 2 3 4 5
18. To develop communication practices which encourage good public relations	Actual Preferred	1 2 3 4 5 1 2 3 4 5
19. To update knowledge in own area of specialization	Actual Preferred	1 2 3 4 5 1 2 3 4 5
20. To develop good working relationships with colleagues	Actual Preferred	1 2 3 4 5 1 2 3 4 5
21. To understand the role of guidance and counselling services in this institution	Actual Preferred	1 2 3 4 5 1 2 3 4 5
22. To understand the role of the instructor in this institution	Actual Preferred	1 2 3 4 5 1 2 3 4 5
23. To develop communication skills for instructing in student-option oriented programs	Actual Preferred	1 2 3 4 5 1 2 3 4 5
24. To learn to instruct students with learning handicaps (e.g., low verbal ability)	Actual Preferred	1 2 3 4 5 1 2 3 4 5
25. To improve skills in using the lecture technique	Actual Preferred	1 2 3 4 5 1 2 3 4 5
26. To understand the politics involved in education	Actual Preferred	1 2 3 4 5 1 2 3 4 5
27. To learn how to conduct social science research	Actual Preferred	1 2 3 4 5 1 2 3 4 5
28. To learn how to structure learning experiences (simple to complex)	Actual Preferred	1 2 3 4 5 1 2 3 4 5
29. To develop strategies for evaluating instructional objectives	Actual Preferred	1 2 3 4 5 1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

30. To learn ways of reinforcing learning	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
31. To improve skill in using field trips and field experiences	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
32. To learn about the "youth culture"	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
33. To learn how to diagnose students' educational needs	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
34. To learn how to construct instruments for evaluating students' progress	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
35. To learn to write instructional objectives for programs, courses and topics	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
36. To learn about political and socio-economic factors influencing this institution	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
37. To learn how to use one's leisure time	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
38. To learn how to prepare independent study materials	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
39. To develop a commitment to the goals of the institution	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
40. To learn theories of teaching and learning in adult education	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
41. To learn the uses of group dynamics	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
42. To develop a sensitivity for students' emotional and social needs	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
43. To learn how to cooperate with instructional assistants	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
44. To learn about accepted policies regarding student admissions and attendance	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

45. To understand theories of social organizations
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

46. To learn how to disseminate one's own professional writing
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

47. To learn and apply curriculum planning and development
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

48. To conduct research related to the instructor's own course and teaching
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

49. To learn to write programmed course units
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

50. To learn about the operation and function of the college's educational media center (includes library)
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

51. To learn about the functions of administration in the college
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

52. To learn about community services and human resources available to the college
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

53. To acquire a knowledge of one's expected involvement in college extracurricular activities
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

54. To learn about grouping students for instruction
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

55. To improve discussion techniques in teaching
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

56. To learn about educational innovations in colleges
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

57. To understand the implications of an "open-door" policy in the colleges
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

58. To learn to use the computer in college instruction
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

59. To learn to prepare materials for programmed, multi-media approaches to teaching
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

60. To know the characteristics of the college's student body
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

61. To acquire a knowledge of the career opportunities available to graduates of the college	Actual Preferred	1 2 3 4 5 1 2 3 4 5
62. To understand the implications of accountability for the college teacher's role	Actual Preferred	1 2 3 4 5 1 2 3 4 5
63. To learn how to develop interpersonal relationships among students and staff	Actual Preferred	1 2 3 4 5 1 2 3 4 5
64. To develop skill in making learning relevant for students	Actual Preferred	1 2 3 4 5 1 2 3 4 5
65. To develop strategies which will enable students to participate in designing their learning experiences	Actual Preferred	1 2 3 4 5 1 2 3 4 5
66. To develop skills in using games and simulations in teaching	Actual Preferred	1 2 3 4 5 1 2 3 4 5
67. To learn to use audio-visual media in teaching and learning	Actual Preferred	1 2 3 4 5 1 2 3 4 5
68. To learn to use techniques other than verbal in teaching	Actual Preferred	1 2 3 4 5 1 2 3 4 5
69. Other ________ (Specify)	Actual Preferred	1 2 3 4 5 1 2 3 4 5
70. Other ________ (Specify)	Actual Preferred	1 2 3 4 5 1 2 3 4 5

SECTION 3

INSTRUCTIONAL METHODS FOR INSTRUCTOR DEVELOPMENT PROGRAMS

Description of Instructional Methods

These are methods of communicating or acquiring the content knowledge and skills intended to assist staff members in their professional roles. Reading the following definitions will assist you in making your responses on the next page.

A. Lecture. A one-way oral communication of content in which the receiver is passive.

B. Demonstration. Communication (of content or techniques) via words, visual materials, equipment and real objects.

C. A-V media. Content conveyed by radio, films, records, audio-tapes or television, etc.

D. Group discussions. Task oriented; content is generated by members of the group. Buzz sessions and brainstorming are examples.

E. Professional reading. The acquisition of knowledge through reading professional journals, books and intra-college publications (circulars, handbooks) related to the instructor's role.

F. Programmed study materials. Print and non-print materials which provide immediate feedback on responses and are developed to provide the instructor with knowledge which will help in fulfilling his instructional role.

G. Professional writing. Writing refers to production of books, journal articles or intra-college publications.

H. Imitation. Learning by observing and imitating the behavior of a professionally knowledgeable and skilled practitioner.

I. Research. The scientific investigation of phenomena and problems peculiar to college teaching or the instructor's discipline. This method would include laboratory approaches.

J. Role playing. Role playing involves a small group of people dramatizing or acting their responses to a specific problem situation.

K. Consultation. A two-way verbal communication between a person who needs information and one who provides the needed information.

L. Simulation. Learning through experience with working samples of real life situations in which abilities specifically required in real-life operations can be developed in the "actors".

M. Guided practice. Guided practice involves developmental, first-hand experiences gained through working with a college instructor or a teaching team.

Instructions:

In SECTION 2 you responded to a list of selected aims characteristic of college instructor development programs. The purpose of SECTION 3 is to match selected, highly preferred aims with the most suitable instructional methods for attaining the knowledge and/or skills implied by the aims. To answer this section please proceed as follows:

(1) Examine the responses which you rated "5" or "4" in SECTION 2. Select three or more of the aims that you would consider to be most useful to you as a college instructor and list the numbers of those aims in COLUMN I. To help you remember the content of the item you may enter a brief descriptive phrase after the number, and

(2) From the given list of Instructional Methods select one or more methods which you consider to be suitable methods for approaching the aims selected and enter the letter identifying them in COLUMN II.

The responses in the example indicate that the respondent would prefer to emphasize aim Number 12 (learning to use A-V equipment) and that he considers M(Guided Practice) to be the most suitable method while "A" and "D" would be other suitable methods for achieving this aim.

Instructional Methods

A. Lecture
B. Demonstration
C. A-V media
D. Group discussions
E. Professional reading
F. Programmed study material
G. Professional Writing
H. Imitation
I. Research
J. Role Playing
K. Consultation
L. Simulation
M. Guided practice

	COLUMN 1 Most Preferred Aims		COLUMN II Most Suitable methods	
	Item No.	Description	1st. choice	Others
Example	12	A-V equipment	M	A,D

SECTION 4

STRATEGIES AND ORGANIZATIONAL ARRANGEMENTS FOR IMPLEMENTING INSTRUCTOR DEVELOPMENT PROGRAMS

Instructions

In this section you are asked to indicate your perceptions of actual practices and preferred practices relating to the manner in which college organized or college supported instructor development programs are implemented. Circle the appropriate number on the response scale.

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

Example

To what extent are each of the following used in familiarizing new instructors with college policy? What is your preference for each?

a. Faculty handbook	Actual	1 2 3 [✓ 4] 5
	Preferred	1 2 [✓ 3] 4 5
b. Orientation meeting	Actual	1 2 3 [✓ 4] 5
	Preferred	1 2 3 [✓ 4] 5
c. Consultation with senior instructor	Actual	1 2 3 [✓ 4] 5
	Preferred	1 2 3 4 [✓ 5]

The responses indicate that the methods presented above are used equally and to a fairly large extent. The preferred extent of use is almost the same as the actual.

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

---

1. To what extent do each of the following hold responsibility for staff development programs in your college? What is your preference for this responsibility?

a. President (Principal)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. Dean of instruction (Vice-President-Academic)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. Staff development officer (Director of instruction)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
d. Divisional director	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
e. Assistant director (Section head or department head)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
f. A Faculty-administration committee	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
g. A faculty committee	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
h. The individual instructor	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

2. To what extent are instructor development activities held at each of the following times? What is your preference for time?

a. Prior to commencement of college term	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. During college term	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. During the intersession periods	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

3. To what extent are the instructor development activities held at each of the following locations? What is your preference for location?

a. Home college	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. Neighboring college	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. University	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
d. Community facilities	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
e. Other __________ (Specify)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

4. To what extent does your college make the following provisions in order to encourage participation in instructor development activities? What is your preference for provisions?

a. Release time (during teaching duties)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. Reimbursement of fees for course work	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. Sabbaticals (leave with partial salary)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
d. Leave of absence (no financial assistance)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
e. Salary credit for completed program of staff development	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

5. To what extent is emphasis given to each of the following conditions for attendance at instructor development functions at your college? What is your preference for emphasis?

a. Voluntary	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. Compulsory	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. Obligatory	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

6. To what extent does your college make each of the following provisions for broadening the experience background of an instructor? What is your preference for each use?

a.	College-industry personnel exchange programs	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
b.	Inter-college teacher exchanges	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
c.	Travelling seminar (specific visits and follow-up activities)	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
d.	Educational travel	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5

7. To what extent is use made of the following sources of expertise for instructor development activities? What is your preferences for sources of expertise?

a.	College instructors	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
b.	Divisional Directors	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
c.	Specialist consultants outside of education	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
d.	Specialist consultants with the college	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
e.	President (Principal)	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
f.	Assistant directors (Section heads, or Dept. heads)	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
g.	University personnel	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
h.	Dean of instruction (Academic Vice-president)	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
i.	Staff development officer (Director of instruction)	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5

Response key

1	2	3	4	5
none, or very limited extent	some extent	moderate extent	large extent	very large extent

8. To what extent is each of the following organizational arrangements used for implementing instructor development activities? What is your preference for arrangements?

a. Credit course (accepted by Universities of Colleges for degrees or certificates)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. Non-credit course (not applied to any formal training program)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. Workshop (group carrying out specific task)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
d. Field experience (temporary employment in a related organization)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
e. Inter-visitation (among instructors)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
f. Conference (large gathering, structured activities)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
g. Project group (small group with specific objectives, memberships and procedures)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
h. Internship (first-hand experiences under guidance)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
i. Sensitivity group (close interpersonal interaction designed to improve understanding)	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

9. To what extent do ideas or problems for instructor development activities originate from each of the following? What is your preference for sources?

a. Work with students	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
b. Interaction with colleagues	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
c. Administrators' perceptions	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
d. Instructors' perceptions of needs	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5
e. Faculty committees	Actual	1 2 3 4 5
	Preferred	1 2 3 4 5

SECTION 5

OPEN-ENDED QUESTIONS

1. Describe an inservice, orientation, or professional development activity in which you participated during the 1971-72 college term; state how helpful it was to you.

2. Describe any recurring problems, related to your teaching, for which you see the need for more information, or further skill development.

3. Indicate your own plans (if any) for further professional development.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

TABLES

Table 1

Mean Demand Scores and Ranks of Instructor Development Aims By Total Sample

Item No.	Aim	Mean Demand Score (MDS)	Rank
1	To understand the philosophy underlying the college institutions	6.3	45
2	To develop knowledge and skills in human relations	6.7	13.5
3	To learn about this institution's problems related to implementation of instructional programs	6.3	45
4	To learn how to individualize instruction	6.8	6.5
5	To acquire a knowledge of the history of the college	5.4	68
6	To understand student behavior	6.8	6.5
7	To understand conditions of employment	6.0	60.5
8	To improve skills in public speaking	6.5	28
9	To understand the administration of educational organizations	6.4	36
10	To learn the psychology of the adult student	6.9	1.5
11	To learn to integrate content activities with other courses	6.7	13.5
12	To improve skill in using audio-visual equipment and materials	5.9	64
13	To understand the motivation of the adult student	6.8	6.5
14	To develop a personal philosophy of education	6.5	28

Table 1 (continued)

Item No.	Aim	Mean Demand Score (MDS)	Rank
15	To increase knowledge of fields related to one's own teaching speciality	6.8	6.5
16	To learn how to use self-evaluation techniques to improve teaching performance	6.7	13.5
17	To develop an awareness of one's responsibility towards colleagues and professional associations	6.3	45
18	To develop communication practices which encourage good public relations	6.5	28
19	To update knowledge in own area of specialization	6.7	13.5
20	To develop good working relationships with colleagues	6.4	36
21	To understand the role of guidance and counselling services in this institution	6.3	45
22	To understand the role of the instructor in this institution	6.3	45
23	To develop communication skills for instructing in student-option oriented programs	6.4	36
24	To learn to instruct students with learning handicaps (e.g., low verbal ability)	6.6	20.5
25	To improve skills in using the lecture technique	6.1	57
26	To understand the politics involved in education	6.1	57

Table 1 (continued)

Item No.	Aim	Mean Demand Score (MDS)	Rank
27	To learn how to conduct social science research	5.8	67
28	To learn how to structure learning experiences (simple to complex)	6.8	6.5
29	To develop strategies for evaluating instructional objectives	6.3	45
30	To learn ways of reinforcing learning	6.7	13.5
31	To improve skill in using field trips and field experiences	6.5	28
32	To learn about the "youth culture"	6.3	45
33	To learn how to diagnose students' educational needs	6.8	6.5
34	To learn how to construct instruments for evaluating students' progress	6.6	20.5
35	To learn to write instructional objectives for programs, courses and topics	6.2	52
36	To learn about political and socio-economic factors influencing this institution	6.2	52
37	To learn how to use one's leisure time	5.9	64
38	To learn how to prepare independent study materials	6.6	20.5
39	To develop a commitment to the goals of the institution	6.2	52
40	To learn theories of teaching and learning in adult education	6.4	36

Table 1 (continued)

Item No.	Aim	Mean Demand Score (MDS)	Rank
41	To learn the uses of group dynamics	6.6	20.5
42	To develop a sensitivity for student's emotional and social needs	6.5	28
43	To learn how to cooperate with instructional assistants	6.3	45
44	To learn about accepted policies regarding student admissions and attendance	5.9	64
45	To understand theories of social organizations	6.0	60.5
46	To learn how to disseminate one's own professional writing	6.1	57
47	To learn and apply curriculum planning and development	6.4	36
48	To conduct research related to the instructor's own course and teaching	6.6	20.5
49	To learn to write programmed course units	6.4	36
50	To learn about the operation and function of the college's educational media center (includes library)	5.9	64
51	To learn about the functions of administration in the college	6.2	52
52	To learn about community services and human resources available to the college	6.7	13.5
53	To acquire a knowledge of one's expected involvement in college extracurricular activities	5.9	64

Table 1 (continued)

Item No.	Aim	Mean Demand Score (MDS)	Rank
54	To learn about grouping students for instruction	6.3	45
55	To improve discussion techniques in teaching	6.8	6.5
56	To learn about educational innovations in colleges	6.6	20.5
57	To understand the implications of an "open-door" policy in colleges	6.4	36
58	To learn to use the computer in college instruction	6.1	57
59	To learn to prepare materials for programmed, multi-media approaches to teaching	6.5	28
60	To know the characteristics of the college's student body	6.2	52
61	To acquire a knowledge of the career opportunities available to graduates of the college	6.4	36
62	To understand the implications of accountability for the college teacher's role	6.6	20.5
63	To learn how to develop interpersonal relationships among students and staff	6.4	36
64	To develop skill in making learning relevant for students	6.8	6.5
65	To develop strategies which will enable students to participate in designing their learning experiences	6.9	1.5
66	To develop skills in using names and simulations in teaching	6.5	28

Table 1 (continued)

Item No.	Aim	Mean Demand Score (MDS)	Rank
67	To learn to use audio-visual media in teaching and learning	6.1	57
68	To learn to use techniques other than verbal in teaching	6.6	20.5
	Overall mean demand score	6.5	-

Table 2

Distribution of Aims According to the Type of Instructor Development Activity

Item No.	Aim	Orientation to College		Imp. of Instruction		Continuing Prof. Educ.	
		MDS	RANK	MDS	RANK	MDS	RANK
1	To understand the philosophy underlying the college institutions	6.3	45				
2	To develop knowledge and skills in human relations					6.7	13.5
3	To learn about this institution's problems related to implementation of instructional programs	6.3	45				
4	To learn how to individualize instruction			6.8	6.5		
5	To acquire a knowledge of the history of the college	5.4	68				
6	To understand student behavior					6.8	6.5
7	To understand conditions of employment	6.0	60.5				
8	To improve skills in public speaking					6.5	28
9	To understand the administration of educational organizations					6.4	36
10	To learn the psychology of the adult student					6.9	1.5
11	To learn to integrate content activities with other courses			6.7	13.5		

Table 2 (continued)

Item No.	Aim	Orientation to College		Imp. of Instruction		Continuing Prof. Educ.	
		MDS	RANK	MDS	RANK	MDS	RANK
12	To improve skill in using audio-visual equipment and materials			5.9	64		
13	To understand the motivation of the adult student					6.8	6.5
14	To develop a personal philosophy of education					6.5	28
15	To increase knowledge of fields related to one's own teaching speciality					6.8	6.5
16	To learn how to use self-evaluation techniques to improve teaching performance					6.7	13.5
17	To develop an awareness of one's responsibility towards colleagues and professional associations					6.3	45
18	To develop communication practices which encourage good public relations					6.5	28
19	To update knowledge in own area of specialization					6.7	13.5
20	To develop good working relationships with colleagues					6.4	36
21	To understand the role of guidance and counselling services in this institution	6.3	45				

Table 2 (continued)

Item No.	Aim	Orientation to College		Imp. of Instruction		Continuing Prof. Educ.	
		MDS	RANK	MDS	RANK	MDS	RANK
22	To understand the role of the instructor in this institution	6.3	45				
23	To develop communication skills for instructing in student-option oriented programs			6.4	36		
24	To learn to instruct students with learning handicaps (e.g., low verbal ability)			6.6	20.5		
25	To improve skills in using the lecture technique			6.1	57		
26	To understand the politics involved in education					6.1	57
27	To learn how to conduct social science research					5.8	67
28	To learn how to structure learning experiences (simple to complex)			6.8	6.5		
29.	To develop strategies for evaluating instructional objectives			6.3	45		
30	To learn ways of reinforcing learning			6.7	13.5		
31	To improve skill in using field trips and field experiences			6.5	28		
32	To learn about the "youth culture"					6.3	45

Table 2 (continued)

Item No.	Aim	Orientation to College MDS	Orientation to College RANK	Imp. of Instruction MDS	Imp. of Instruction RANK	Continuing Prof. Educ. MDS	Continuing Prof. Educ. RANK
33	To learn how to diagnose students' educational needs			6.8	6.5		
34	To learn how to construct instruments for evaluating students' progress			6.6	20.5		
35	To learn to write instructional objectives for programs, courses and topics			6.2	52		
36	To learn about political and socio-economic factors influencing this institution	6.2	52				
37	To learn how to use one's leisure time					5.9	64
38	To learn how to prepare independent study materials			6.6	20.5		
39	To develop a commitment to the goals of the institution	6.2	52				
40	To learn theories of teaching and learning in adult education					6.4	36
41	To learn the uses of group dynamics			6.6	20.5		
42	To develop a sensitivity for student's emotional and social needs					6.5	28
43	To learn how to cooperate with instructional assistants			6.3	45		

Table 2 (continued)

Item No.	Aim	Orientation to College		Imp. of Instruction		Continuing Prof. Educ.	
		MDS	RANK	MDS	RANK	MDS	RANK
44	To learn about accepted policies regarding student admissions and attendance	5.9	64				
45	To understand theories of social organizations					6.0	60.5
46	To learn how to disseminate one's own professional writing					6.1	57
47	To learn and apply curriculum planning and development			6.4	36		
48	To conduct research related to the instructor's own course and teaching					6.6	20.5
49	To learn to write programmed course units			6.4	36		
50	To learn about the operation and function of the college's educational media centre (includes library)	5.9	64				
51	To learn about the functions of administration in the college	6.2	52				
52	To learn about community services and human resources available to the college	6.7	13.5				
53	To acquire a knowledge of one's expected involvement in college extracurricular activities	5.9	64				

Table 2 (continued)

Item No.	Aim	Orientation to College		Imp. of Instruction		Continuing Prof. Educ.	
		MDS	RANK	MDS	RANK	MDS	RANK
54	To learn about grouping students for instruction			6.3	45		
55	To improve discussion techniques in teaching			6.8	6.5		
56	To learn about educational innovations in colleges					6.6	20.5
57	To understand the implications of an "open-door" policy in colleges	6.4	36				
58	To learn to use the computer in college instruction			6.1	57		
59	To learn to prepare materials for programmed, multi-media approaches to teaching			6.5	28		
60	To know the characteristics of the college's student body	6.2	52				
61	To acquire a knowledge of the career opportunities available to graduates of the college	6.4	36				
62	To understand the implications of accountability for the college teacher's role					6.6	20.5
63	To learn how to develop interpersonal relationships among students and staff					6.4	36

Table 2 (continued)

Item No.	Aim	Orientation to College		Imp. of Instruction		Continuing Prof. Educ.	
		MDS	RANK	MDS	RANK	MDS	RANK
64	To develop skill in making learning relevant for students			6.8	6.5		
65	To develop strategies which will enable students to participate in designing their learning experiences			6.9	1.5		
66	To develop skills in using games and simulations in teaching			6.5	28		
67	To learn to use audio-visual media in teaching and learning			6.1	57		
68	To learn to use techniques other than verbal in teaching			6.6	20.5		
	Overall mean demand score	6.2	-	6.5	-	6.7	-

Table 3

Mean Demand Score and Rank of Aims of Instructor Development by Type of College

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
1	To understand the philosophy underlying the college institutions	6.5	33	6.1	49	6.1	60.5
2	To develop knowledge and skills in human relations	6.8	16.5	6.6	12.5	7.0	21
3	To learn about this institution's problems related to implementation of instructional programs	6.3	51.5	6.3	35.5	6.3	54
4	To learn how to individualize instruction	6.3	51.5	6.8	3.5	6.9	25.5
5	To acquire a knowledge of the history of the college	5.5	68	5.3	68	5.0	68
6	To understand student behavior	6.9	8.5	6.8	3.5	6.9	25.5
7	To understand conditions of employment	6.2	58.5	6.9	1	5.8	65
8	To improve skills in public speaking	6.4	42	6.6	12.5	6.6	40.5
9	To understand the administration of educational organizations	6.5	33	6.3	35.5	6.3	54
10	To learn the psychology of the adult student	7.1	1	6.7	6	7.3	6
11	To learn to integrate content activities with other courses	6.6	25.5	6.6	12.5	6.9	25.5

Table 3 (continued)

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
12	To improve skill in using audio-visual equipment and materials	6.2	58.5	5.7	66.5	6.5	46
13	To understand the motivation of the adult student	7.0	2.5	6.6	12.5	7.1	14.5
14	To develop a personal philosophy of education	6.5	33	6.4	29	6.7	34
15	To increase knowledge of fields related to one's own teaching speciality	6.9	8.5	6.6	12.5	7.0	21
16	To learn how to use self-evaluation techniques to improve teaching performance	6.9	8.5	6.5	22.5	7.2	9.5
17	To develop an awareness of one's responsibility towards colleagues and professional associations	6.3	51.5	6.2	43	6.6	40.5
18	To develop communication practices which encourage good public relations	6.3	51.5	6.5	22.5	7.0	21
19	To update knowledge in own area of specialization	6.9	8.5	6.5	22.5	6.9	25.5
20	To develop good working relationships with colleagues	6.6	25.5	6.3	35.5	6.4	49.5
21	To understand the role of guidance and counselling services in this institution	6.2	58.5	6.3	35.5	6.7	34

Table 3 (continued)

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
22	To understand the role of the instructor in this institution	6.8	16.5	6.0	54.5	6.5	46
23	To develop communication skills for instructing in student-option oriented programs	6.8	16.5	6.1	49	6.7	34
24	To learn to instruct students with learning handicaps (e.g., low verbal ability)	6.5	33	6.6	12.5	6.5	46
25	To improve skills in using the lecture technique	6.4	42	5.8	64	6.2	58
26	To understand the politics involved in education	6.3	51.5	6.0	54.5	5.7	66.5
27	To learn how to conduct social science research	5.9	65.5	5.9	60	5.7	66.5
28	To learn how to structure learning experiences (simple to complex)	6.8	16.5	6.5	22.5	6.5	46
29	To develop strategies for evaluating instructional objectives	6.6	25.5	6.2	43	6.4	49.5
30	To learn ways of reinforcing learning	6.9	8.5	6.5	12.5	7.1	14.5
31	To improve skill in using field trips and field experiences	6.4	42	6.4	29	7.1	14.5
32	To learn about the "youth culture"	6.3	51.5	6.2	43	6.5	46

Table 3 (continued)

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
33	To learn how to diagnose students' educational needs	6.9	8.5	6.8	3.5	7.1	14.5
34	To learn how to construct instruments for evaluating students' progress	6.8	16.5	6.4	29	7.3	6
35	To learn to write instructional objectives for programs, courses and topics	6.4	42	6.0	54.5	6.7	34
36	To learn about political and socio-economic factors influencing this institution	6.4	42	6.0	54.5	6.1	60.5
37	To learn how to use one's leisure time	5.8	67	5.9	60	6.3	54
38	To learn how to prepare independent study materials	6.6	25.5	6.6	12.5	7.2	9.5
39	To develop a commitment to the goals of the institution	6.3	51.5	60	54.5	6.3	54
40	To learn theories of teaching and learning in adult education	6.7	21	6.1	49	7.1	14.5
41	To learn the uses of group dynamics	6.5	33	6.4	29	7.3	6
42	To develop a sensitivity for student's emotional and social needs	6.5	33	6.5	22.5	7.0	21
43	To learn how to coöperate with instructional assistants	6.4	42	6.2	43	6.8	29

Table 3 (continued)

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
44	To learn about accepted policies regarding student admissions and attendance	6.0	63	5.8	64	6.1	60.5
45	To understand theories of social organizations	6.0	63	5.9	60	6.0	63
46	To learn how to disseminate one's own professional writing	6.1	61	6.1	49	6.1	60.5
47	To learn and apply curriculum planning and development	6.4	42	6.3	35.5	6.3	54
48	To conduct research related to the instructor's own course and teaching	6.6	25.5	6.6	12.5	6.8	29
49	To learn to write programmed course units	6.5	33	6.2	43	7.3	6
50	To learn about the operation and function of the college's educational media center (includes library)	6.0	63	5.7	66.5	7.1	14.5
51	To learn about the functions of administration in the college	6.3	51.5	6.1	49	6.6	40.5
52	To learn about community services and human resources available to the college	6.8	16.5	6.6	12.5	6.8	29
53	To acquire a knowledge of one's expected involvement in college extra-curricular activities	5.9	65.5	5.9	60	5.9	64
54	To learn about grouping students for instruction	6.3	51.5	6.2	43	7.1	14.5

Table 3 (continued)

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
55	To improve discussion techniques in teaching	6.9	8.5	6.6	12.5	7.7	1
56	To learn about educational innovations in colleges	6.7	21	6.6	12.5	7.1	14.5
57	To understand the implications of an "open-door" policy in colleges	6.3	51.5	6.3	35.5	6.7	34
58	To learn to use the computer in college instruction	6.2	58.5	5.9	60	6.3	54
59	To learn to prepare materials for programmed, multi-media approaches to teaching	6.7	21	6.5	22.5	6.6	40.5
60	To know the characteristics of the college's student body	6.5	33	6.0	54.5	6.7	34
61	To acquire a knowledge of the career opportunities available to graduates of the college	6.5	33	6.3	35.5	6.3	54
62	To understand the implications of accountability for the college teacher's role	6.6	25.5	6.5	22.5	7.5	2.5
63	To learn how to develop interpersonal relationships among students and staff	6.4	42	6.4	29	6.6	40.5
64	To develop skill in making learning relevant for students	6.9	8.5	6.6	12.5	7.5	2.5

Table 3 (continued)

Item No.	Aim	Community		Technical		Agriculture	
		MDS	RANK	MDS	RANK	MDS	RANK
65	To develop strategies which will enable students to participate in designing their learning experiences	6.9	8.5	6.8	3.5	7.3	6
66	To develop skills in using games and simulations in teaching	7.0	2.5	6.2	43	6.6	40.5
67	To learn to use audio-visual media in teaching and learning	6.4	42	5.8	64	6.7	34
68	To learn to use techniques other than verbal in teaching	6.9	8.5	6.3	35.5	7.0	21
	Overall mean demand score	6.5	-	6.3	-	6.7	-

Table 4

Mean Demand Scores of the Aims of Instructor Development as Rated by Instructors and Administrators

Item No.	Aim	Instructor		Administrator	
		MDS	RANK	MDS	RANK
1	To understand the philosophy underlying the college institutions	6.3	47.5	6.3	25.5
2	To develop knowledge and skills in human relations	6.7	18	6.7	2.5
3	To learn about this institution's problems related to implementation of instructional programs	6.4	39.5	6.0	54
4	To learn how to individualize instruction	6.9	6.5	6.3	25.5
5	To acquire a knowledge of the history of the college	5.4	68	5.4	68
6	To understand student behavior	7.0	2	6.3	25.5
7	To understand conditions of employment	6.1	58	5.5	66.5
8	To improve skills in public speaking	6.6	26	6.0	54
9	To understand the administration of educational organizations	6.4	39.5	6.2	38
10	To learn the psychology of the adult student	7.0	2	6.4	15.5
11	To learn to integrate content activities with other courses	6.7	18	6.5	10.5
12	To improve skill in using audio-visual equipment and materials	6.0	62.5	5.8	60

Table 4 (continued)

Item No.	Aim	Instructor		Administrator	
		MDS	RANK	MDS	RANK
13	To understand the motivation of the adult student	6.9	6.5	6.2	38
14	To develop a personal philosophy of education	6.5	31.5	6.2	38
15	To increase knowledge of fields related to one's own teaching speciality	6.9	6.5	6.3	25.5
16	To learn how to use self-evaluation techniques to improve teaching performance	6.8	11.5	6.6	6.5
17	To develop an awareness of one's responsibility towards colleagues and professional associations	6.3	47.5	6.3	25.5
18	To develop communication practices which encourage good public relations	6.4	39.5	6.6	6.5
19	To update knowledge in own area of specialization	6.8	11.5	6.2	38
20	To develop good working relationships with colleagues	6.4	39.5	6.3	25.5
21	To understand the role of guidance and counselling services in this institution	6.3	47.5	6.1	47.5
22	To understand the role of the instructor in this institution	6.4	39.5	6.1	47.5
23	To develop communication skills for instructing in student-option oriented programs	6.5	31.5	6.1	47.5
24	To learn to instruct students with learning handicaps (e.g., low verbal ability)	6.7	18	6.1	47.5

Table 4 (continued)

Item No.	Aim	Instructor		Administrator	
		MDS	RANK	MDS	RANK
25	To improve skills in using the lecture technique	6.2	52.5	5.7	63.5
26	To understand the politics involved in education	6.2	52.5	5.8	60
27	To learn how to conduct social science research	6.0	62.5	5.5	66.5
28	To learn how to structure learning experiences (simple to complex)	6.7	18	6.2	38
29	To develop strategies for evaluating instructional objectives	6.4	39.5	6.3	25.5
30	To learn ways of reinforcing learning	6.8	11.5	6.5	10.5
31	To improve skill in using field trips and field experiences	6.5	31.5	6.3	25.5
32	To learn about the "youth culture"	6.4	39.5	6.0	54
33	To learn how to diagnose students' educational needs	6.9	6.5	6.7	2.5
34	To learn how to construct instruments for evaluating students' progress	6.7	18	6.4	15.5
35	To learn to write instructional objectives for programs, courses and topics	6.2	52.5	6.3	25.5
36	To learn about political and socio-economic factors influencing this institution	6.2	52.5	6.1	47.5
37	To learn how to use one's leisure time	5.9	66	5.7	63.5

Table 4 (continued)

Item No.	Aim	Instructor		Administrator	
		MDS	RANK	MDS	RANK
38	To learn how to prepare independent study materials	6.6	26	6.7	2.5
39	To develop a commitment to the goals of the institution	6.1	58	6.4	15.5
40	To learn theories of teaching and learning in adult education	6.6	26	6.0	54
41	To learn the uses of group dynamics	6.8	11.5	6.2	38
42	To develop a sensitivity for student's emotional and social needs	6.6	26	6.2	38
43	To learn how to cooperate with instructional assistants	6.4	39.5	6.2	38
44	To learn about accepted policies regarding student admissions and attendance	6.0	62.5	5.7	63.5
45	To understand theories of social organizations	6.0	62.5	5.7	63.5
46	To learn how to disseminate one's own professional writing	6.1	58	5.9	57.5
47	To learn and apply curriculum planning and development	6.4	39.5	6.3	25.5
48	To conduct research related to the instructor's own course and teaching	6.7	18	6.3	25.5
49	To learn to write programmed course units	6.4	39.5	6.4	15.5

Table 4 (continued)

Item No.	Aim	Instructor		Administrator	
		MDS	RANK	MDS	RANK
50	To learn about the operation and function of the college's educational media center (includes library)	5.9	66	6.1	47.5
51	To learn about the functions of administration in the college	6.2	52.5	6.2	38
52	To learn about community services and human resources available to the college	6.7	18	6.4	15.5
53	To acquire a knowledge of one's expected involvement in college extracurricular activities	5.9	66	5.8	60
54	To learn about grouping students for instruction	6.3	47.5	6.1	47.5
55	To improve discussion techniques in teaching	6.9	6.5	6.3	25.5
56	To learn about educational innovations in colleges	6.7	18	6.5	10.5
57	To understand the implications of an "open-door" policy in colleges	6.4	39.5	6.2	38
58	To learn to use the computer in college instruction	6.1	58	5.9	57.5
59	To learn to prepare materials for programmed, multi-media approaches to teaching	6.6	26	6.5	10.5
60	To know the characteristics of the college's student body	6.2	52.5	6.7	38
61	To acquire a knowledge of the career opportunities available to graduates of the college	6.4	39.5	6.3	25.5

Table 4 (continued)

Item No.	Aim	Instructor		Administrator	
		MDS	RANK	MDS	RANK
62	To understand the implications of accountability for the college teacher's role	6.6	26.0	6.6	6.5
63	To learn how to develop interpersonal relationships among students and staff	6.5	31.5	6.0	54
64	To develop skill in making learning relevant for students	6.9	6.5	6.6	6.5
65	To develop strategies which will enable students to participate in designing their learning experiences.	7.0	2.0	6.7	2.5
66	To develop skills in using games and simulations in teaching	6.6	24.0	6.3	25.5
67	To learn to use audio-visual media in teaching and learning	6.1	58	6.1	47.5
68	To learn to use techniques other than verbal in teaching	6.7	18	6.4	15.5
	Overall mean demand score	6.5	-	6.1	-

Table 5

Preferred Methods of Attaining Instructor Development Aims Based on Frequency of Selection

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
1	To understand the philosophy underlying the college institutions	Group Discussions	Professional Rdg.
2	To develop knowledge and skills in human relations	Group Discussions	Role Playing
3	To learn about this institution's problems related to implementation of instructional programs	Group Discussions	-
4	To learn how to individualize instruction	Guided Practice	-
5	To acquire a knowledge of the history of the college	Group Discussions	Professional Rdg.
6	To understand student behavior	Group Discussions	Professional Rdg.
7	To understand conditions of employment	Professional Rdg.	Group Discussions
8	To improve skills in public speaking	Guided Practice	Group Discussions
9	To understand the administration of educational organizations	-	-

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
10	To learn the psychology of the adult student	Group Discussions	Consultation
11	To learn to integrate content activities with other courses	Guided Practice	Demonstration
12	To improve skill in using audio-visual equipment and materials	Demonstration	Guided Practice
13	To understand the motivation of the adult student	Professional Rdg.	Group Discussions
14	To develop a personal philosophy of education	Professional Rdg.	Group Discussions
15	To increase knowledge of fields related to one's own teaching speciality	Professional Rdg.	Research
16	To learn how to use self-evaluation techniques to improve teaching performance	Group Discussions	Consultation
17	To develop an awareness of one's responsibility towards colleagues and professional associations	Group Discussions	Professional Rdg.
18	To develop communication practices which encourage good public relations	Group Discussions	-

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
19	To update knowledge in own area of specialization	Professional Rdg.	Research
20	To develop good working relationships with colleagues	Group Discussions	Role Playing
21	To understand the role of guidance and counselling services in this institution	-	-
22	To understand the role of the instructor in this institution	Group Discussions	Lecture
23	To develop communication skills for instructing in student-option oriented programs	-	-
24	To learn to instruct students with learning handicaps (e.g., low verbal ability)	Group Discussions	Guided Practice
25	To improve skills in using the lecture technique	Guided Practice	Demonstration
26	To understand the politics involved in education	Group Discussions	Research
27	To learn how to conduct social science research	-	-

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
28	To learn how to structure learning experiences (simple to complex)	Demonstration	Group Discussions
29	To develop strategies for evaluating instructional objectives	Guided Practice	Group Discussions
30	To learn ways of reinforcing learning	Group Discussions	Professional Rdg.
31	To improve skill in using field trips and field experiences	Guided Practice	Group Discussions
32	To learn about the "youth culture"	-	-
33	To learn how to diagnose students' educational needs	Group Discussions	Lecture
34	To learn how to construct instruments for evaluating students' progress	Group Discussions	Guided Practice
35	To learn to write instructional objectives for programs, courses and topics	Guided Practice	Demonstration
36	To learn about political and socio-economic factors influencing this institution	Group Discussions	-
37	To learn how to use one's leisure time	-	-

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
38	To learn how to prepare independent study materials	Guided Practice	Group Discussions
39	To develop a commitment to the goals of the institution	Group Discussions	-
40	To learn theories of teaching and learning in adult education	Consultation	Research
41	To learn the uses of group dynamics	Demonstration	-
42	To develop a sensitivity for student's emotional and social needs	Group Discussions	Consultation
43	To learn how to cooperate with instructional assistants	-	-
44	To learn about accepted policies regarding student admissions and attendance	-	-
45	To understand theories of social organizations	-	-
46	To learn how to disseminate one's own professional writing	-	-
47	To learn and apply curriculum planning and development	Professional Rdg.	Group Discussions

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
48	To conduct research related to the instructor's own course and teaching	Group Discussions	-
49	To learn to write programmed course units	Demonstration	Guided Practice
50	To learn about the operation and function of the college's educational media center (includes library)	A-V Media	Guided Practice
51	To learn about the functions of administration in the college	-	-
52	To learn about community services and human resources available to the college	-	-
53	To acquire a knowledge of one's expected involvement in college extracurricular activities	-	-
54	To learn about grouping students for instruction	Group Discussions	Professional Rdg.
55	To improve discussion techniques in teaching	Group Discussions	Demonstration
56	To learn about educational innovations in colleges	Group Discussions	Professional Writ.

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
57	To understand the implications of an "open-door" policy in colleges	Group Discussions	Professional Rdg.
58	To learn to use the computer in college instruction	Guided Practice	Group Discussions
59	To learn to prepare materials for programmed, multi-media approaches to teaching	Guided Practice	Demonstration
60	To know the characteristics of the college's student body	-	-
61	To acquire a knowledge of the career opportunities available to graduates of the college	Group Discussions	Consultation
62	To understand the implications of accountability for the college teacher's role	Group Discussions	Lecture
63	To learn how to develop interpersonal relationships among students and staff	Group Discussions	Consultation
64	To develop skill in making learning relevant for students	Group Discussions	Professional Rdg.
65	To develop strategies which will enable students to participate in designing their learning experiences	Group Discussions	Simulation

Table 5 (continued)

Item No.	Aim	Most Frequent Choice	Second Most Frequent Choice
66	To develop skills in using games and simulations in teaching	Simulation	Group Discussions
67	To learn to use audio-visual media in teaching and learning	Demonstration	A-V Media
68	To learn to use techniques other than verbal in teaching	Demonstration	A-V Media

TABLE 6

MEAN DEMAND SCORES FOR EACH PARTICIPATING COLLEGE* AND TOTAL SAMPLE

AIMS OF INSTRUCTOR DEVELOPMENT	COLLEGE 1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
1. To understand the philosophy underlying the college institutions.	6.6	6.0	7.1	5.9	7.6	6.2	6.3	5.6	7.2	6.3
2. To develop knowledge and skills in human relations.	7.1	7.3	7.2	6.5	6.4	6.4	6.7	6.7	7.6	6.7
3. To learn about this institution's problems related to implementation of instructional programs.	6.4	6.9	6.6	6.1	5.6	6.0	6.5	6.3	6.2	6.3
4. To learn how to individualize instruction.	7.1	6.9	7.1	5.8	8.0	6.8	6.8	6.6	7.6	6.8
5. To acquire a knowledge of the history of the college.	5.6	5.1	5.4	5.7	5.4	5.2	5.4	4.7	5.8	5.4
6. To understand student behavior.	6.9	7.6	6.8	6.8	6.6	6.8	6.7	6.6	7.4	6.8
7. To understand conditions of employment.	5.5	6.3	5.9	6.6	6.4	5.9	5.9	5.6	6.2	6.0
8. To improve skills in public speaking.	6.6	5.8	6.6	6.3	6.4	6.2	6.8	6.7	6.4	6.5

TABLE 6 (continued)

AIMS OF INSTRUCTOR DEVELOPMENT	COLLEGES									TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	
9. To understand the administration of educational organizations.	6.1	6.9	6.4	6.7	6.0	6.0	6.6	6.2	6.6	6.4
10. To learn the psychology of the adult student.	6.5	7.4	7.1	7.3	7.8	6.8	6.5	7.1	7.8	6.9
11. To learn to integrate content activities with other courses.	6.9	6.5	6.6	6.5	7.2	6.7	6.6	6.8	7.0	6.7
12. To improve skill in using audio-visual equipment and materials.	6.4	6.5	6.1	6.1	5.8	5.6	5.8	6.2	7.0	5.9
13. To understand the motivation of the adult student.	6.7	7.0	7.1	7.0	7.6	6.9	6.3	7.3	6.4	6.8
14. To develop a personal philosophy of education.	6.4	6.8	6.9	6.3	7.0	6.5	6.3	6.5	7.0	6.5

TABLE 6 (continued)

AIMS OF INSTRUCTOR DEVELOPMENT	COLLEGES									TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	
15. To increase knowledge of fields related to one's own teaching specialty.	6.1	6.3	6.6	7.4	8.0	6.6	6.7	6.8	7.4	6.8
16. To learn how to use self-evaluation techniques to improve teaching performance.	7.2	7.9	7.0	6.5	5.8	6.5	6.6	6.7	8.2	6.7
17. To develop an awareness of one's responsibility towards colleagues and professional associates.	6.5	6.1	6.6	6.1	6.0	6.1	6.3	6.6	6.6	6.3
18. To develop communication practices which encourage good public relations.	6.0	6.9	6.9	6.2	5.2	6.3	6.6	7.1	6.8	6.5
19. To update knowledge in own area of specialization.	6.1	6.6	7.0	7.1	7.6	6.5	6.6	6.9	6.8	6.7
20. To develop good working relationships with colleagues.	6.3	6.8	6.1	6.9	6.2	6.2	6.4	6.5	6.2	6.4
21. To understand the role of guidance and counselling services in this institution.	6.5	6.1	6.4	6.0	5.2	6.3	6.3	6.1	7.8	6.3
22. To understand the role of the instructor in this institution.	6.5	6.9	6.8	6.8	7.2	5.8	6.1	6.1	7.4	6.3
23. To develop communication skills for instructing in student-option oriented programs.	6.5	7.0	6.6	6.9	7.0	6.1	6.2	6.5	7.2	6.4
24. To learn to instruct students with learning handicaps (e.g., low verbal ability).	6.8	6.5	6.0	6.6	7.0	6.7	6.5	6.7	6.0	6.6

TABLE 6 (continued)

AIMS OF INSTRUCTOR DEVELOPMENT	COLLEGES									TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	
25. To improve skills in using the lecture technique.	7.1	6.1	5.9	6.5	6.2	5.5	6.2	5.9	6.8	6.1
26. To understand the politics involved in education.	6.5	6.3	6.0	6.6	6.0	6.0	6.0	5.4	6.2	6.1
27. To learn how to conduct social science research.	6.3	6.1	5.4	6.0	5.6	5.8	5.8	5.6	6.0	5.8
28. To learn how to structure learning experiences (simple to complex).	6.9	6.8	6.7	6.8	7.4	6.3	6.7	6.2	7.2	6.8
29. To develop strategies for evaluating instructional objectives.	7.1	6.8	6.7	6.1	6.8	6.1	6.3	5.8	7.6	6.3
30. To learn ways of reinforcing learning.	7.1	7.3	7.0	6.5	7.6	6.4	6.6	6.8	7.6	6.7
31. To improve skill in using field trips and field experiences.	6.3	7.1	6.1	6.5	6.4	6.2	6.5	7.2	6.8	6.5
32. To learn about the "youth culture".	6.9	5.9	6.0	6.3	6.6	6.1	6.2	6.7	6.2	6.3
33. To learn how to diagnose students' educational needs.	6.5	6.9	7.2	7.0	7.2	6.9	6.6	7.0	7.2	6.8
34. To learn how to construct instruments for evaluating students' progress.	7.1	6.8	6.9	6.6	7.8	6.4	6.4	7.0	7.8	6.6
35. To learn to write instructional objectives for programs, courses and topics.	7.0	5.9	6.6	5.8	7.8	6.0	6.0	6.0	8.0	6.2

TABLE 6 (continued)

AIMS FOR INSTRUCTOR DEVELOPMENT	COLLEGES									TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	
36. To learn about political and socio-economic factors influencing this institution.	6.5	6.8	6.1	6.5	6.4	6.1	5.9	5.8	6.8	6.2
37. To learn how to use one's leisure time.	6.2	6.1	6.0	5.7	5.6	5.7	5.9	5.9	7.0	5.9
38. To learn how to prepare independent study materials.	6.8	6.5	6.8	6.1	7.6	6.7	6.5	6.9	7.8	6.6
39. To develop a commitment to the goals of the institution.	6.5	5.9	6.6	6.0	6.6	6.0	6.1	5.8	7.4	6.2
40. To learn theories of teaching and learning in adult education.	6.8	7.0	6.7	6.8	6.0	6.3	6.0	6.9	7.4	6.4
41. To learn the uses of group dynamics.	6.8	6.4	6.5	6.5	6.2	6.4	6.5	7.1	7.6	6.6
42. To develop a sensitivity for students' emotional and social needs.	7.2	6.6	6.5	6.0	6.6	6.6	6.4	6.7	7.6	6.5
43. To learn how to cooperate with instructional assistants.	6.7	6.3	6.5	6.4	5.4	6.4	6.1	7.0	6.4	6.3
44. To learn about accepted policies regarding student admissions and attendance.	6.2	5.6	6.1	6.1	5.8	5.7	5.9	5.9	6.6	5.9
45. To understand theories of social organizations.	6.5	6.4	5.7	5.7	6.6	6.0	5.8	5.7	6.6	6.0
46. To learn how to disseminate one's own professional writing.	6.5	6.3	5.9	6.1	5.8	6.0	6.1	6.2	5.8	6.1

TABLE 6 (continued)

AIMS FOR INSTRUCTOR DEVELOPMENT	COLLEGES									
	1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
47. To learn and apply curriculum planning and development.	6.5	6.1	6.6	6.2	6.8	6.2	6.5	5.6	7.6	6.4
48. To conduct research related to the instructor's own course and teaching.	6.9	6.4	6.6	6.5	6.2	6.6	6.6	6.9	6.6	6.6
49. To learn to write programed course units.	6.9	6.3	6.7	6.3	6.6	6.0	6.4	7.0	7.8	6.4
50. To learn about the operation and function of the college's educational media center (includes library).	6.5	5.5	6.2	5.8	5.8	5.8	5.6	6.8	7.6	5.9
51. To learn about the functions of administration in the college.	6.1	6.0	6.4	6.8	5.4	5.9	6.2	6.5	6.8	6.2
52. To learn about community services and human resources available to the college.	6.5	7.3	6.8	6.6	7.4	6.5	6.6	6.7	7.0	6.7
53. To acquire a knowledge of one's expected involvement in college extracurricular activities.	6.1	5.9	6.2	5.9	4.8	5.6	6.1	5.9	5.8	5.9
54. To learn about grouping students for instruction.	6.5	6.1	6.4	6.4	6.0	6.2	6.1	7.2	6.8	6.3
55. To improve discussion techniques in teaching.	6.7	7.0	6.9	6.8	7.6	6.4	6.6	7.6	8.0	6.8
56. To learn about educational innovations in colleges.	6.4	7.0	6.9	6.3	7.8	6.4	6.7	6.7	7.8	6.6

TABLE 6 (continued)

AIMS FOR INSTRUCTOR DEVELOPMENT	COLLEGES									
	1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
57. To understand the implications of an "open-door" policy in the colleges.	6.3	6.5	6.4	6.1	7.0	6.1	6.5	6.7	6.8	6.4
58. To learn to use the computer in college instruction.	6.3	6.8	6.1	6.1	7.2	6.1	5.9	6.5	5.8	6.1
59. To learn to prepare materials for programmed, multi-media approaches to teaching.	7.0	6.6	7.0	6.2	6.8	6.4	6.5	6.7	6.4	6.5
60. To know the characteristics of the college's student body.	6.7	6.4	6.4	6.5	7.0	5.9	6.0	6.5	7.2	6.2
61. To acquire a knowledge of the career opportunities available to graduates of the college.	6.1	6.3	6.3	6.7	7.8	6.2	6.3	6.3	6.4	6.4
62. To understand the implications of accountability for the college teacher's role.	6.8	7.3	6.9	6.1	6.6	6.3	6.5	7.3	7.8	6.6
63. To learn how to develop interpersonal relationships among students and staff.	6.6	7.1	6.4	6.0	6.4	6.4	6.4	6.6	6.6	6.4
64. To develop skill in making learning relevant for students.	7.5	7.3	7.4	6.0	8.0	6.6	6.6	7.4	7.6	6.8
65. To develop strategies which will enable students to participate in designing their learning experiences.	6.9	7.4	6.9	6.5	8.0	6.9	6.8	7.1	7.6	6.9
66. To develop skills in using games and simulations in teaching.	7.2	7.5	6.4	6.9	8.0	6.3	6.0	6.6	6.6	6.5

TABLE 6 (continued)

AIMS FOR INSTRUCTOR DEVELOPMENT	COLLEGES									TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	
67. To learn to use audio-visual media in teaching and learning.	6.5	7.3	6.6	6.1	5.8	5.7	5.9	6.3	7.4	6.1
68. To learn to use techniques other than verbal in teaching.	7.3	7.8	6.9	6.3	8.0	6.0	6.5	6.7	7.6	6.6

* COLLEGE I.D. NUMBERS

1. Grande Prairie	6. S.A.I.T.
2. Grant MacEwan	7. N.A.I.T.
3. Lethbridge	8. Olds
4. Mount Royal	9. Vermilion
5. Medicine Hat	

TABLE 7

MEAN DEMAND SCORES FOR ORGANIZATIONAL ARRANGEMENTS FOR INSTRUCTOR DEVELOPMENT BY COLLEGE* AND TOTAL SAMPLE

ORGANIZATIONAL ARRANGEMENT	COLLEGES									TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	
1. Responsibility for Instructor Development Programs										
a. President (Principal)	5.2	4.6	5.7	6.0	5.8	5.4	5.3	4.5	5.2	5.4
b. Dean of Instruction (Vice-President-Academic)	5.5	4.9	5.9	5.5	5.0	5.4	5.4	5.4	6.2	5.4
c. Staff development officer (Director of Instruction)	6.2	5.9	5.9	5.3	5.2	5.4	5.3	5.2	6.4	5.5
d. Divisional director	5.7	5.4	5.5	5.8	5.4	5.3	5.2	5.0	6.4	5.5
e. Assistant director (Section head or department head)	5.6	5.6	5.6	5.3	5.8	5.6	5.6	5.6	6.0	5.6
f. A Faculty-administration committee	5.5	6.6	5.7	6.7	5.8	5.6	5.6	6.8	6.4	5.9
g. A faculty committee	6.0	6.5	5.7	7.2	4.8	5.7	5.9	6.5	7.2	6.1
h. The individual instructor	5.5	5.1	5.3	6.1	5.0	5.5	5.5	6.2	5.6	5.6
2. Timing of Instructor Development Activities										
a. Prior to commencement of college term	7.1	4.4	6.7	6.0	4.8	5.1	5.2	6.4	6.2	5.6
b. During college term	6.4	6.4	5.9	5.7	6.8	5.4	5.9	3.8	5.8	5.7
c. During the intersession periods	6.9	5.0	6.1	5.6	3.8	5.5	5.8	6.7	7.8	5.8

TABLE 7 (continued)

ORGANIZATIONAL ARRANGEMENT	COLLEGES 1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
3. Location of Instructor Development Activities										
a. Home college	6.3	5.5	5.3	5.9	4.4	5.4	5.4	5.3	6.6	5.5
b. Neighbouring College	6.0	5.9	5.7	6.2	6.0	5.8	5.8	5.8	5.8	5.9
c. University	5.7	5.5	5.6	5.5	6.8	5.9	5.5	6.0	6.8	5.7
d. Community Facilities	5.9	6.5	5.6	5.8	6.6	5.8	5.8	5.9	6.6	5.9
4. Incentives for Encouraging Participation										
a. Release time (during teaching duties)	5.4	6.1	6.1	6.2	6.4	5.9	6.4	4.9	6.2	6.0
b. Reimbursement of fees for course work	6.0	6.4	6.4	6.5	5.6	6.0	6.5	5.7	6.0	6.2
c. Sabbaticals (leave with partial salary)	5.0	6.5	5.6	6.7	5.0	5.5	5.5	5.2	5.2	5.6
d. Leave of absence (no financial assistance)	5.1	5.8	5.6	6.0	5.2	4.9	5.3	4.6	4.6	5.3
e. Salary credit for completed program of staff development	5.5	6.4	6.9	7.1	6.0	5.7	5.5	5.8	5.2	5.4
5. Conditions of Attendance at Instructor Development Functions										
a. Voluntary	4.5	5.5	5.4	5.8	6.0	5.2	5.6	6.2	5.4	5.5
b. Compulsory	6.2	5.3	5.6	4.5	5.2	5.6	5.0	4.4	6.0	5.2
c. Obligatory	6.2	5.4	5.3	4.8	6.0	5.5	5.1	4.5	6.2	5.3

TABLE 7 (continued)

ORGANIZATIONAL ARRANGEMENT	COLLEGES									
	1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
6. Provisions for Broadening Instructors' Background										
a. College-industry personnel exchange programs	6.3	6.5	6.4	7.0	7.4	7.4	6.9	6.6	7.6	6.9
b. Inter-college teacher exchanges	6.2	6.4	6.3	7.2	7.4	6.4	6.6	6.1	7.0	6.6
c. Travelling seminar (specific visits and follow-up activities)	6.0	6.6	6.1	7.0	6.8	6.0	6.4	6.2	6.8	6.4
d. Educational travel	5.9	7.0	6.2	7.3	5.6	6.3	6.9	7.1	7.4	6.7
7. Sources of Expertise for Instructor Development Activities										
a. College instructors	5.8	5.8	6.1	7.1	6.0	5.4	5.5	5.8	6.8	5.8
b. Divisional Directors	5.5	5.3	6.1	6.3	5.6	5.4	5.3	5.0	6.6	5.5
c. Specialist consultants outside of education	6.0	5.8	5.9	5.4	6.8	6.0	6.3	6.9	7.6	6.1
d. Specialist consultants with the college	6.1	6.4	5.6	5.4	5.6	5.8	5.5	5.7	7.0	5.7
e. President (Principal)	5.6	5.0	5.9	6.0	5.0	5.3	5.7	5.3	6.2	5.6
f. Assistant directors (Section heads, or Department heads)	5.4	6.1	5.9	6.2	4.8	5.4	5.6	5.7	6.2	5.7
g. University personnel	6.3	5.1	5.5	6.1	6.6	5.6	5.9	5.7	6.8	5.8
h. Dean of instruction (Academic Vice-president)	5.1	5.6	5.9	6.2	4.6	5.3	5.6	5.0	6.4	5.5
i. Staff-development officer (Director of instruction)	5.6	6.6	5.6	5.7	5.4	5.4	5.5	4.9	6.2	5.6

TABLE 7 (continued)

ORGANIZATIONAL ARRANGEMENT	COLLEGES 1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
8. Organizational Arrangements for Instructor Development Activities										
a. Credit course (accepted by Universities or Colleges for degrees or certificates)	5.8	6.4	5.8	6.4	6.0	5.3	5.3	5.8	5.6	5.6
b. Non-credit course (not applied to any formal training program)	6.2	6.6	6.8	6.2	6.0	5.8	5.4	6.9	6.4	6.0
c. Workshop (group carrying out specific task)	5.5	6.3	6.4	5.9	6.0	6.0	5.9	5.9	6.4	6.0
d. Field experience (temporary employment in a related organization)	6.6	6.0	7.5	6.8	6.6	6.7	6.8	7.1	7.6	6.8
e. Inter-visitation (among instructors)	6.3	7.3	6.6	6.5	6.8	6.2	6.5	7.0	6.6	6.5
f. Conference (large gathering, structured activities)	5.7	5.3	5.7	5.4	4.8	5.6	5.7	5.1	5.4	5.6
g. Project group (small group with specific objectives, memberships and procedures)	6.3	7.0	6.4	6.2	6.2	6.2	6.0	6.5	6.2	6.2
h. Internship (first-hand experiences under guidance)	6.6	6.6	7.0	6.4	6.2	6.6	6.5	[illegible].5	7.2	6.6
i. Sensitivity group (close inter-personal interaction designed to improve understanding)	5.8	5.3	6.1	5.5	6.6	5.8	5.8	5.9	6.4	5.8
9. Origin of Ideas for Instructor Development										
a. Work with students	6.0	6.0	6.1	6.5	6.0	6.0	6.0	5.8	6.4	6.1
b. Interaction with colleagues	6.2	6.0	6.2	6.1	5.8	5.8	5.9	6.2	6.2	6.0

TABLE 7 (continued)

ORGANIZATIONAL ARRANGEMENT	COLLEGES									
	1	2	3	4	5	6	7	8	9	TOTAL SAMPLE
9. Origin of Ideas for Instructor Development (Continued)										
c. Administrators' perceptions	5.3	5.1	5.4	4.4	3.6	5.1	5.0	4.7	5.4	4.9
d. Instructors' perceptions of needs	5.7	5.6	5.6	6.0	5.8	6.1	6.2	5.6	6.2	6.0
e. Faculty committees	5.4	5.4	5.6	5.3	6.0	5.5	6.1	5.5	6.4	5.8

* COLLEGE I.D. NUMBERS

1. Grande Prairie
2. Grant MacEwan
3. Lethbridge
4. Mount Royal
5. Medicine Hat
6. S.A.I.T.
7. N.A.I.T.
8. Olds
9. Vermilion

APPENDIX C

CORRESPONDENCE

Department of Educational
Administration
Faculty of Education
General Services Building
University of Alberta
EDMONTON, Alberta

May 1, 1972

The subject of instructional staff development is emerging as an important concern in college administration; yet, relatively little research has been conducted on this topic which can serve as a meaningful basis for development in this area.

This letter is a request for your cooperation in a study entitled "The Need for Instructor Development as Perceived by Instructors and Administrators in Alberta Public Colleges." The proposed study aims to provide data and insights on: (1) present practices in college instructor development, (2) the existence of and the nature of the needs for instructor development, (3) specific high priority aims for instructor development, and (4) preferred means for achieving these aims.

The data will be collected by means of a questionnaire which will require approximately thirty minutes to complete. A random sample of instructors and administrators, based on ratios of 1:5 and 1:2 respectively, will be asked to respond.

It is expected that this study, in addition to providing the data for my doctoral dissertation, will be valuable to participating colleges as an information base in planning for instructor development within the college. A summary of the data for your college will be forwarded to you personally, and later a general report that will not identify specific colleges will be made available. Also, the findings of this study will become a part of the Kellog supported, College Administration Project which will further develop this area.

I realize the heavy demands placed on you and your staff at this time; however, I hope that it will be possible for the staff of your college to participate. If you and your staff view this request favorably, please submit by May 15, lists of the names and addresses of your full-time instructors and administrators. Upon receipt of these lists, the questionnaire will be mailed directly to the respondents selected.

Thank you for your cooperation.

Sincerely yours,

M.A. Weleschuk

MAW/dgm

MOUNT ROYAL COLLEGE

Seventh Avenue Campus • *Churchill Park Campus* • *Old Sun Campus*

Office of the President
1134 - 8 Ave. S.W.
CALGARY 2, Alberta

(403) 266-4611

May 4, 1972

Mr. M. A. Weleschuk
Dept. of Educational Administration
Faculty of Education
General Services Building
University of Alberta
EDMONTON, Alberta

Dear Mr. Weleschuk:

Mount Royal College will be happy to cooperate in the study about Instructor Development.

I would strongly suggest that, for diplomatic reasons, you receive the written intention of cooperation from the Mount Royal College Faculty Association. The name of the President is Mr. David MacNab.

Upon notification of the Association endorsement, I shall be glad to forward the required names and addresses.

Sincerely,

Walter B. Pentz

Walter B. Pentz

/bc

GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF ADVANCED EDUCATION

OLDS COLLEGE

PHONE 226-3311
TWX 610-842-2117

OLDS, ALBERTA

May 4, 1972

Mr. M. A. Weleschuk
Department of Educational Administration
Faculty of Education
General Services Building
University of Alberta
EDMONTON, Alberta

Dear Mr. Weleschuk:

As requested I am forwarding herewith a list of Olds College staff. They can all be reached by writing to Bag #1, OLDS. We shall be pleased to assist you by having the questionnaire completed.

Yours truly,

J. E. Birdsall
Principal

JEB/jmh

Encl.

RED DEER COLLEGE
RED DEER, ALBERTA
OFFICE OF THE PRESIDENT
56 AVENUE - 32 STREET
TELEPHONE 346-3376
AREA CODE 403

May 10, 1972.

Mr. M. A. Weleschuk,
Department of Educational Administration,
Faculty of Education,
General Services Building,
University of Alberta,
Edmonton 7, Alberta.

Dear Mr. Weleschuk:

Re: Proposed Staff Development Study.

This will acknowledge receipt of your letter of May 1, 1972 and will advise you that I will be happy to help you in any way I can.

You requested a list of the names and addresses of our academic and administrative staff personnel and I am enclosing it with this letter. You will appreciate, of course, that I cannot commit any of those persons to participation in your study but I believe you will receive their willing cooperation.

For my own part, I am quite busy this next week and so will put off completion of your questionnaire until the following week.

Best wishes for your study.

Yours truly,

M. N. Eastman,
President.

Encl:
:mek

May 9, 1972

Mr. David MacNab, President
Mount Royal College Faculty Association
7th Avenue and 11th Street S.W.
Calgary 2, Alberta

Dear Mr. MacNab:

I am writing to ask your cooperation in the completion of a study concerned with instructor development in Alberta Public Colleges (included are the technical institutes, agricultural and vocational colleges and community colleges).

The main purpose of this study is to identify the types of knowledge and skills college instructors feel they need in order to fulfill the requirements of their role. The study will also attempt to identify what instructors consider to be the best methods for acquiring the needed skills and knowledge. In other words, the focus of the study is on the "what" and the "how" of instructor development.

Data will be collected by a questionnaire that will be mailed directly to a random sample of instructors (one-fifth of the population). A stamped, self-addressed return envelope will be provided. Respondents in the pilot study required approximately thirty minutes to complete it. Enclosed is a first draft of the questionnaire which, at present, is being revised and shortened.

In order to obtain an accurate view of college faculties on the topic of instructor development, I will need a proportion of returns as near to one hundred per cent as possible. The efforts of your Faculty Association in assisting me to attain this goal will be appreciated.

Sincerely yours,

Marian A. Weleschuk

MAW/dd
Enc.
c.c. Dr. W.B. Pentz

May 11, 1972

Mr. M. A. Weleschuk
Department of Educational
Administration
Faculty of Education
General Services Building
University of Alberta
EDMONTON, Alberta

Dear Mr. Weleschuk:

After examining the draft questionnaires you attached to your letter of May 1, 1972, we can say that we are interested in the study you are undertaking. There are some comments we would like to make in order to make you aware of our particular situation.

1. We have evolved a basic teacher training program for new staff and this has been experienced by at least half of our faculty in the past five years. The faculty with longer service had a less developed version of the instructor education program and some have had almost none.

2. We assume that you consider the head of a department to be an administrator even though he is classed as a faculty member under our classification scheme.

3. We doubt very much that the questionnaire could be answered in half an hour. Probably two or three times that estimate would be more realistic.

4. Even though we include heads of departments as administrators, the ratio of instructors to administrators is nowhere near the 5:2 ratio you are suggesting for the distribution of questionnaires. The ratio is actually closer to 12:1. Administrators are less likely to find the time to answer the questionnaire.

5. We hope that the questionnaire will be carefully edited to remove as much specialized terminology as possible.

... 2

SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY 1301 - 16 TH AVE., NORTHWEST CALGARY 41, ALBERTA, CANADA

Mr. M. A. Weleschuk

6. We would like to see a concise statement of the purpose of the study attached to each questionnaire so that each participant will be clear about the cooperation he is being asked to contribute.

A copy of our faculty and administrator list is attached as requested. Administrators are marked with a red asterisk. The mailing address is Southern Alberta Institute of Technology, 1301 - 16 Avenue N.W. Calgary, Alberta T2M OL4 in all cases.

We will be very interested in the results of your study and hope that you receive a good return on your survey.

Yours sincerely,

GHHare

G. H. Hare
Academic Vice-President

GHH:pkw
attachs:

FAIRVIEW COLLEGE
BOX 3000 • FAIRVIEW ALBERTA
TWX 610·854·4589 • PHONE 403·835·2213
TOH 1LO

May 11th, 1972.

Mr. M. A. Weleschuk,
Department of Educational Administration,
Faculty of Education,
General Services Building,
University of Alberta,
EDMONTON, Alberta.

Dear Mr. Weleschuk:

Your letter re a questionnaire designed to develop information on structure development programs has been received.

We have been deluged by an exceptionally large number of questionnaires in this last year and I am sure that we are all weary of answering more questionnaires; however, in view of the potential value and importance of this study, we will under-take to co-operate with you in this project.

Yours truly,

David Enns

David Enns,
VICE-PRINCIPAL.

DE/vrm.

ALBERTA DEPARTMENT OF [redacted] ADVANCED EDUCATION

GRANDE PRAIRIE
PER GRADUS AD MAIUS
REGIONAL COLLEGE

GRANDE PRAIRIE, ALBERTA — TELEPHONE (403) 532-8855

Postal Code:
T8V 2W4

May 19, 1972

Mr. M.A. Weleschuk
Department of Educational Administration
Faculty of Education
General Services building
University of Alberta
Edmonton, Alberta

Dear Sir:

I am sorry that a variety of out of town commitments did not make it possible for me to respond to your letter which arrived here nearly two weeks ago.

I am attaching a list of names and adresses of administrators and full time faculty for 1971-72. Please note that academic staff includes administrators, and that all administrators except the president teach at least part time.

Sorry for the delay, which I trust has not inconvenienced you.

Sincerely,

Anderson

Henry N. Anderson
President

HNA:ps

Enclosure

VERMILION
COLLEGE
ALBERTA ~~AGRICULTURE~~
Advanced Education
VERMILION ALBERTA
AREA CODE 403 • PHONE 853-3366
TWX 610-853-2427
TOB 4MO

May 24, 1972

Mr. M.A. Weleschuk
Department of Educational Administration
Faculty of Education
General Services Building
University of Alberta
Edmonton, Alberta

Dear Sir:

Following our telephone conversation yesterday, Mr. Baranyk has turned your questionnaire and letter to me. He was puzzled as to just how to respond and I too find a reply difficult. The problem appears to lie with the questionnaire which assumes (a) an active college - sponsored program of instructor development which we do not have, and (b) the existance of several staff appointments such as Dean of Instruction and Staff Development Officer, which we also lack.

It seems doubtful, therefore, whether any useful purpose may be served by proceeding with the questionnaire but this matter I will leave in your hands.

I enclose a list of persons currently on our staff and leave the selection of respondents to you, should you decide to continue with the project.

May I assure you that we will provide you with every possible co-operation but that in our view, the questionnaire as set up is not at all well suited to our circumstances.

Yours very truly,

L. Seath

L.G. Seath,
Vice-Principal

LGS:mim
Encl.

MOUNT ROYAL COLLEGE • **Seventh Avenue Campus**

Seventh Avenue Campus • *Churchill Park Campus* • *Old Sun Campus*

Department of Instruction
1129 - 7 Ave. S.W.
CALGARY, Alberta

(403) 266-4611

946-6111

May 25, 1972

Mr. M. A. Weleschuk
College Administration Project
General Services Building
The University of Alberta
Edmonton, Alberta

Dear Sir:

In response to your request I am forwarding a revised list of instructional staff. Assuming your questionnaires arrive within a short time, I will attempt to follow up with an inter-office memo reminding everyone who receives one, to respond as soon as possible.

In the past, we have experienced poor returns on questionnaires. This in part is due to problems quite possibly unique to our campus. I would estimate that you will receive approximately 75% returns. However, our executive will give you as much cooperation as possible.

Sincerely,

David F. Macnab

David F. Macnab
President
Mount Royal Faculty Association

DFM:trb

need
administrators list)

MEDICINE HAT COLLEGE

MEDICINE HAT, Alberta

Telephone 527-7141 [redacted] Area Code 403

OFFICE OF THE
PRESIDENT

May 31, 1972

Mr. M. Weleschuk
Department of Educational Administration
University of Alberta
Edmonton, Alberta

Dear Mr. Weleschuk:

Further to our telephone conversation the other day, I am forwarding a copy of our latest Calendar which lists the administrative and instructional personnel at Medicine Hat College as well as their area of activity. I hope this will be of some help to you in your survey.

Please accept our apologies for not replying to your request sooner.

Sincerely

E.C. Groft

E.C. Groft (Mrs)
Secretary to
Dr. E.S. Chace

encl.

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

May 30, 1972

To College Administrators:

RE: COLLEGE INSTRUCTOR DEVELOPMENT SURVEY

I would appreciate your assistance in a study concerning instructor development in Alberta Public Colleges (i.e., technical institutes, community colleges, and agricultural and vocational colleges.)

The main purpose of this study is to identify the kinds of knowledge and skills college instructors feel they need in order to fulfil the requirements of their instructional role. The study will also identify what instructors consider to be the most suitable methods of acquiring needed knowledge and skills. The opinions of administrators are also being sampled.

It is expected that the data generated by this study will provide an information base for planning instructional development programs within your college. The findings will become a part of the Kellogg-supported College Administration Project which will further develop this area.

The questionnaire may seem long, but according to a pretest it required approximately thirty minutes to complete. As you respond, think in terms of the actual practices in your college and your perceptions of instructor development needs within your administrative sub-unit.

Each questionnaire is given an identifying code number to be used for follow-up purposes only. Complete anonymity in the analysis of data and the reporting of findings is assured.

Thank you for your cooperation. Please complete the attached questionnaire and return it to me by June 15, 1972.

Sincerely yours,

M. Weleschuk
Marian Alfred Weleschuk

THE COLLEGE ADMINISTRATION PROJECT
SPONSORED BY
THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

May 30, 1972

To: Respondents of the College Instructor
Development Survey

There is little doubt that the image and success of a college depend on the quality of instruction it offers. One of the aims of the College Administration Project is to disseminate information on staff development to colleges.

The data which the researcher gathers with the appended instrument may provide insights on how to approach college instructor development. We would urge you to give the researcher (Mr. Weleschuk) any assistance that you can in the completion of this study.

Sincerely yours,

John E. Seger
Co-Director
College Administration Project

THE COLLEGE ADMINISTRATION PROJECT
SPONSORED BY
THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

QUAECUMQUE VERA

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

June 26, 1972

Dear College Administrator:

RE: College Instructor Development Survey

The questionnaire on instructor development was mailed to 305 instructors in Alberta colleges. Although this is a very busy time of the year, the response thus far has been excellent.

In order to determine accurately the nature of the needs for instructor development in Alberta colleges, I need responses from all the instructors selected in the sample.

If you have already submitted your questionnaire, I would like to thank you for your cooperation. If you have not, I would appreciate your response as soon as possible.

Thank you for your assistance.

Yours truly,

M. Weleschuk

M.A. Weleschuk

MAW/dgm

THE COLLEGE ADMINISTRATION PROJECT
SPONSORED BY
THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

OCT 17 1972

October 16, 1972

To College Instructors:

Re: College Instructor Development Survey

Early last summer you received a questionnaire regarding instructor development in your college. I realize that at that time many instructors were either busily completing their year's work or leaving on holidays and were unable to respond.

However, I would still appreciate your cooperation in completing the study concerning instructor development in Alberta Public Colleges (i.e., technical institutes, community colleges, and agricultural and vocational colleges.)

The main purpose of this study is to identify the kinds of knowledge and skills college instructors feel they need in order to fulfill the requirements of their instructional role. The study will also identify what instructors consider to be the most suitable methods of acquiring needed knowledge and skills. The opinions of administrators are also being sampled.

It is expected that the data generated by this study will provide an information base for planning instructional development programs within your college. The findings will become a part of the Kellogg-supported College Administration Project which will further develop this area.

The questionnaire is quite long, but I hope that you will be able to find time to complete it. As you respond to the questions, think in terms of your present college and instructor development activities held during the 1971-72 Academic Year.

Please complete the attached questionnaire, place it in the envelop and return it to your General Office by October 23, 1972.

Thank you in advance for your cooperation.

Sincerely yours,

M. Weleschuk

Marian Alfred Weleschuk

GRANDE
PRAIRIE
REGIONAL
COLLEGE

GRANDE PRAIRIE, ALBERTA T8V 2W4 - (403) 532-8855

MEMORANDUM

FROM: P. Swallow
for H.N. Anderson

DATE: October 25, 1972

TO: M.A. Weleschuk

RE: COLLEGE INSTRUCTOR DEVELOPMENT SURVEY

The enclosed questionnaires have been received from the four instructors to whom they were issued.

I trust that this will assist your survey.

THE COLLEGE ADMINISTRATION PROJECT
SPONSORED BY
THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

November 14, 1972

To College Instructors:

Re: College Instructor Development Survey

Early last summer you received a questionnaire regarding instructor development in your college. I realize that at that time many instructors were either busily completing their year's work or leaving on holidays and were unable to respond.

However, I would still appreciate your cooperation in completing the study concerning instructor development in Alberta Public Colleges (i.e., technical institutes, community colleges, and agricultural and vocational colleges.)

The main purpose of this study is to identify the kinds of knowledge and skills college instructors feel they need in order to fulfill the requirements of their instructional role. The study will also identify what instructors consider to be the most suitable methods of acquiring needed knowledge and skills. The opinions of administrators are also being sampled.

It is expected that the data generated by this study will provide an information base for planning instructional development programs within your college. The findings will become a part of the Kellogg-supported College Administration Project which will further develop this area.

The questionnaire is quite long, but I hope that you will be able to find time to complete it. As you respond to the questions, think in terms of your present college and instructor development activities held during the 1971-72 Academic Year.

Please complete the attached questionnaire, place it in the envelop and return it to me in the self-addressed envelope provided.

Thank you in advance for your cooperation.

Sincerely yours,

M. Weleschuk

Marian Alfred Weleschuk

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

QUAECUMQUE VERA

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

April 17, 1972

To: Volunteer Respondents

The attached questionnaire is a rough draft of an instrument developed specifically for the purpose of gathering data on existing practices and perceived needs for instructor development in Alberta Public Colleges. Before I finalize the content of this instrument, I would appreciate criticisms from instructors in the colleges.

You can assist by doing the following:

1. Respond to the questionnaire and record on the first page the time required to complete it.
2. Criticize any aspect of the instructions, content or format which detracts from the effectiveness of the instrument.
3. Suggest items which may be added or deleted. Write your comments adjacent to the items on the questionnaire.

Thank you kindly for your cooperation.

Sincerely yours,

M Weleschuk

M. Weleschuk

INTERVIEW SCHEDULE

1. Discuss training and experience background of interviewee.

2. Describe the most pressing need for instructor development after becoming an instructor.

3. Preferred methods for learning about instructional technology.

4. How are inservice programs organized in your college? By whom?

5. Describe an inservice activity which you have undertaken recently.

6. What are you future plans for personal/professional development.